

**NUCES EXERCISES ON THE  
SYNTAX OF THE  
PUBLIC SCHOOL LATIN  
PRIMER, PARTS I-III**

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Nuces Exercises on the Syntax of the Public School Latin Primer, Parts I-III by William Johnson

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**WILLIAM JOHNSON**

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EXERCISES ON THE SYNTAX  
OF THE  
PUBLIC SCHOOL LATIN PRIMER.

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PART I.

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### NOTES TO BOYS WHO USE THIS BOOK.

At the head of each Exercise you are referred to a certain part of the *Latin Primer*, beginning with the Syntax in English.

Wherever the figure § is employed you are to look to a part of the *Primer*.

N. S. means "Notes on Syntax" in the *Primer*.

N. E. means "Notes on Etymology" in the *Primer*.

A. M. means "Additamenta Memorabilia" in the *Primer*.

Ex. means Exercise. The second number means the number of a sentence in an Exercise. Both parts of the Dictionary are to be used constantly.

The examples given in the *Primer* Syntax are your model sentences, and must be constantly kept in sight.



## EXERCISE I.

### § 88. I.

1. Masters will teach. 2. Boys will be taught. 3. Books will not be read. 4. Reading is useful. 5. Learning is more useful. 6. Fighting is not useful. 7. It is pleasant to teach. 8. It is not more pleasant to learn. 9. You read; we talk. 10. The pig will never read. 11. The whisper will be heard. 12. The pitcher will be broken. 13. The water will always flow. 14. The horse will be broken in. 15. The poem will not be read aloud. 16. Will the boys learn? 17. Will not the colts be broken in? 18. We read aloud; you fight.

4, 5, 6. See § 141, 1, 1, and § 156, 2. *Invidēre* envying.

7, 8. *It* is left out.

9. *We* and *you* are to be expressed in Latin.

13. *To flow*, *lābi*.

14. *To break in* is really, though not seemingly, a compound verb, and is expressed in Latin by one word *dōmāre*, which you must look out in the Dictionary. So *to read aloud* is *rēctāre*.

16. The question is asked by using an interrogative word in Latin, *A.M. B.*

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## EXERCISE II.

### § 89. II.

1. This good woman has a bad husband. 2. Swallows bereft of their young will complain. 3. That lady was once a very happy wife. 4. These hens are not complaining to-day. 5. Silver eggs will never be found. 6. Happy are the parents; less happy the children. 7. Every one

praises his own children. 8. By reading alone do we learn. 9. It is by writing that masters teach. 10. Learned are the young people of the present day; more learned was Sulpicia. 11. How clever that pig is! 12. Long is the swallow's wing. 13. Hither comes the priest. 14. Long live the king of this island! 15. May the swallows return sometime or other! 16. The great Cŷrus learnt riding and speaking the truth. 17. That learned lady taught Sôcrâtes. 18. Those stupid hares will gradually be taught something.

3. *Once* here means *formerly*: Therefore do not put *sēmēl*.

4. *Are complaining*, § 65 teaches you that *amo* means *not only I love* but *I am loving*: Therefore *amant* means *they are loving*. *To-day* and similar words, such as *never*, should be put first before the verb.

6. *Happy* *dēatus*. *Less* is an adverb *mīnūs*.

7. *Every one*, *quisquē* in this sentence: but *quisque* is not always the proper word for *every* or *each*.

8. *Alone* is here, but not everywhere, an adverb, and may be rendered by *non nisi*, used adverbially and placed before the word on which the stress is laid. *By reading*, § 141, 4.

9. *It is—that*: these three words are not expressed in Latin: they are used to give point and emphasis to their neighbours by writing: the Latin language effects this by putting the word *scribendō* first in the sentence.

10. *Young people*, *ādōlescentēs*: look it out. *Of the present day*, *hōdīernus*: look it out.

14. *Live* is the conjunctive, § 67.

15. *Sometime or other*, *ālīquando*. *Return* is like *live* in 14.

16. *Ths*, *ille*. *The truth*, *vērā* (neut. pl. of *vērū*).

18. *Something*, *ālīquid* or *nonnihil*.

### EXERCISE III.

#### § 90. III.

1. You flies are not imitating the ants. 2. The boys call Cŷrus king. 3. Why is Henry the Eighth called defender of the faith? 4. Boys become masters. 5. We mortals complain when bereft of our children. 6. A girl became a swallow. 7. An Iambus following a Trochee is called a

Chōriambus. 8. Shall we dig out gold the cause of war? 9. Hope is sometimes called an anchor. 10. Necessity the mother of invention teaches both men and beasts. 11. Hunting is our labour, war our game. 12. The ugly duck will sometime or other become a swan. 13. We men are never born philosophers. 14. The Macedonian hero called himself a Greek. 15. Why does Pyrrhus the Greek call the Romans barbarians? 16. Why does not a crocodile become an actor? 17. Charles the Great called himself Emperor. 18. May you become a learned man! 19. That silly frog will be killed by imitating. 20. Why does the swallow pursue that little insect? 21. Is she playing, or toiling?

3. *Eight* is an Ordinal Numeral. See N.E. A.g.

5. *When* is not expressed.

6. *Became* is the perfect of *become*: therefore look out *fit* in the Dictionary.

7. *Trochee*, Tröschäus—v. § 164.

8. For questions see A. M. B.

9. *Sometimes*, nonnunquam.

10. *Both and*, quum-tum.

11. *Hunting*, vñari.

12. *The* ille.

13. See §-93, 2. Nemo nascitur sapiens.

14. 18. *Hero*, man, vir.

20. *Little insect*, bestiöla. For the double question see A. M. B.

21. *She* may be left out.

Observe; that Mäcēdo, Macedonian, is a substantive in apposition. *Pyrrhus the Greek*, is Pyrrhus homo Græcus. The best order of words in 15 is "Romans why barbarians calls Pyrrhus the Greek?" and in 20 the accusative comes before the verb, and the nominative after the verb.

## EXERCISE IV.

### § 91. IV.

1. We follow the general who is brave. 2. We love the man who is just. 3. Who does not hate him who is unjust? 4. I hate those whom I call tyrants. 5. An enemy is he whom we fear and by whom we are feared. 6. How