

Intensive Latin 2

Week 5: Reading Latin 4h & 5a

Aims

- Continue to learn the uses of the **subjunctive**:
 - **result clauses**
 - **purpose clauses**
- Recap the uses of *ut*
- Learn to recognize and translate the **gerundive** and understand its uses
- Learn to translate the **historic infinitive**
- Introduce the **ablative of respect**
- Recap the uses of *qui*

The subjunctive (recap.)

- We have now learned to recognize three tenses of the **subjunctive**:
 - the **pluperfect subjunctive**: formed from perfect infinitive + present endings eg. *amauissem*
 - the **present subjunctive**: distinctive -e- in the 1st conjugation, -a- in the rest eg. *amem*, *habeas*
 - the **imperfect subjunctive**: formed from the present infinitive + present tense endings
- We said that when translating the subjunctive, the context will dictate whether or not the form in English is different from the indicative.
- We have learned the following constructions using the subjunctive:
 - **cum + subjunctive**: meaning 'when/since/although'
 - **indirect commands**: verb of command + *ut/ne* + subjunctive
 - **accidit / perficio + subjunctive**
 - **closed/remote conditionals**: *si/nisi* + subjunctive
 - **quamuis + subjunctive**: meaning 'although'
 - **subordinate clauses in reported speech**

Uses of the subjunctive: result clauses

- a **result** clause is a subordinate clause that tells us the result or consequence of the action in the main clause
- it is formed from:
 - a 'so' word + *ut* (*ut...non*) + subjunctive
- the 'so' word should serve as a flag that you are about to meet a result clause

Uses of the subjunctive: result clauses (cont.)

- ‘so’ words are:

<i>tam</i>	so (with adjective/adverb)
<i>adeo</i>	so much, to such an extent (with verb)
<i>sic</i>	in such a way
<i>ita</i>	in such a way
<i>tantus, -a, -um</i>	so great
<i>tot</i> (indeclinable)	so many
<i>talis, -e</i>	of such a kind
<i>totiens</i>	so often

- the verb in the *ut* clause is present (or perfect, to which we’ll return) in primary sequence, imperfect in historic sequence, also referred to as ‘tense by sense’

Result clauses: examples

1. tam ferox est ut omnes eum timeant.
2. tam pauper erat ut filiae dotem dare non posset.
3. serua tam lente semper laborabat ut eam punire deberem.
4. tot epistulas acceperam ut non possem omnibus respondere.
5. puella sapientior est quam haec dicat.
6. senator ita loquebatur ut omnes eum semper laudarent.

Similar constructions + subjunctive

- *longe abest ut* + subjunctive: he is far from...ing
- *fieri potest ut* + subjunctive: it can come about that

Learning and Practice



LEARN HOW TO FORM AND
RECOGNIZE RESULT CLAUSES



PRACTISE USING THE
EXERCISES ON P220

Uses of the subjunctive: purpose clauses

- we have learned that **indirect commands** are formed:
 - command verb + ut/ne + subjunctive
- and that **result clauses** are formed
 - 'so' word + ut/ut...non + subjunctive
- now we are introducing **purpose clauses**, which are formed
 - ut/ne + subjunctive
 - the ut/ne means: in order to/in order that/to
- they use the present subjunctive in primary sequence; imperfect subjunctive in historic sequence

Uses of the subjunctive: purpose clauses (cont.)

- purpose clauses have no definitive indicator in the main clause, and must not be confused with indirect commands or result clauses (which do)
- unlike a result clause, which expresses the outcome of the main clause, purpose clauses express the reason for the main clause, or the purpose for which the action was done
- compare:
 - The student worked so hard that he achieved 100%. (result)
 - The student worked hard in order to achieve 100%. (purpose)

Purpose clauses: examples

1. hoc facit ut benignus sit.
2. hoc fecit ne miser esset.
3. pecuniam in terra celabo ne umquam inueniatur.
4. semper audite ut bene discatis.
5. pauci relictī sunt ut simulacrum custodirent.
6. Verres haec dixit ut ciues se timerent.
7. Euclio aurum celat ne quis id uideat.
8. simulacrum iste sustulit ut domi suae teneret.

Uses of the subjunctive: purpose clauses with *qui*

- it is possible to use *qui* instead of *ut* in a purpose clause, sometimes called a hidden purpose clause, especially after a verb of motion
 - eg. *nuntios misit qui bellum ciuibus nuntiarent.*
 - *consilium perfecit quo effugerent.*
 - *locum petit unde [= ex quo] hostem aggrediatur.*
 - *fures suos Segestam misit, qui templum tuum compilarent.*

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FAMILIARIZE YOURSELF WITH HOW
TO FORM AND TRANSLATE
PURPOSE CLAUSES



PRACTISE USING THE EXERCISES
ON PP221-222

An overview of *ut*

- *ut* is a word that can mean many things depending on context
- you have now encountered:
 - *ut* + adjective → how!
 - *ut* + indicative → as, when
 - command verb + *ut* + subjunctive → to... (indirect command)
 - 'so' word + *ut* + subjunctive → that... (result clause)
 - *ut* + subjunctive → to, in order to, that... (purpose clause)
 - after *perficio* and *accidit* → that ('I bring it about that'; 'it happens that')

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LEARN ALL THE WAYS
THAT *UT* CAN BE USED



PRACTISE USING THE
EXERCISES ON P223

Gerundives

- a **gerundive** is a **passive verbal adjective**
 - be aware that this is the only time when a deponent verb will, like any other gerundive, be translated passively
- this means that it is formed from a verb but functions like an adjective
- it is formed from the present verb stem + nd + 2-1-2 endings
- it translated as 'to be –ed'

Gerundives (cont.)

	1 st conjugation	2 nd conjugation	3 rd conjugation	4 th conjugation	3/4 conjugation
Active	am ^a ndus a um	hab ^e ndus a um	dic ^e ndus a um	audi ⁱ endus a um	capi ⁱ endus a um
	to be loved	to be had	to be said	to be heard	to be captured
Deponent	hort ^a ndus a um	pollic ^e ndus a um	loqu ^e ndus a um	ordi ⁱ endus a um	aggredi ⁱ endus a um
	to be encouraged	to be promised	to be spoken	to be started	to be attacked

Uses of the gerundive i

- as an **adjective meaning ‘to be –ed’**, especially after *do, peto, curo*
 - *suscepit nos educandos.*
 - *Caesar pontem in Arare faciendum curat.*
 - *epistulam mihi legendam dedit.*
- with nouns, especially *ad* + acc to denote **purpose**
 - *ad conuellendas sedes*
 - *ad milites necandos*
 - *misit nuntios ad regem necandum.*
- with the **postpositions *causa* and *gratia*** (‘for the sake of’)
 - *templi uidendi causa*

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LEARN HOW TO RECOGNIZE THE
GERUNDIVE AND TO TRANSLATE IT IN
THE CONTEXTS COVERED SO FAR



PRACTISE USING THE EXERCISES ON
PP224-25

The historic infinitive

- Latin can use the **present infinitive** instead of an ordinary indicative active main verb in places where the author wants to convey the pace of the action
- You will have to decide on the appropriate tense to translate the verb from the context, but most commonly the historic infinitive replaces an imperfect verb
- The subject is still in the nominative, as with an ordinary finite verb
- *interea Catilina Romae multa simul **agere**; insidias **collocare**, **parare** incendia, loca **obsidere**, ipse cum telo **esse**.*

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LEARN HOW TO TRANSLATE A
HISTORIC INFINITIVE WHEN YOU
SEE ONE



PRACTISE USING THE EXERCISE ON
PP226

Ablative of respect

- the **ablative** can be used to specify **the respect in which** something is the case:
- translate it with phrases such as ‘with respect to’, ‘in respect of’, ‘in point of’
 - *numquam uictus est uirtute*
 - *litteris Latinis docta*
 - *genere fortunata*

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ADD THE ABLATIVE OF RESPECT
TO YOUR USES OF THE ABLATIVE



PRACTISE USING THE EXERCISE
ON P227

Overview of *qui*

- *qui* + indicative: relative clause 'who', 'which', 'what', 'that'
- *qui* + subjunctive
 - purpose (with verbs of motion): lit. 'who is to...'
 - consecutive, eg. *est qui, is qui*: 'the sort of person who'
 - causal: 'since'
 - an ordinary relative clause in indirect statement (where all subordinate clauses use the subjunctive)
 - concessive: 'although'

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MAKE SURE YOU CAN DISTINGUISH
BETWEEN THE USES OF *QUI*



PRACTISE USING THE EXERCISE ON
PP227-29



Homework

The homework to be submitted for formative assessment this week is:

- *RL* Latin-English Reading exercise, pp228-29
- Deadline Sunday 9 March 2024.

The Turnitin link will go live Monday 3 March and can be found in the Moodle section for 4h-5a. Feedback will be given in the seminar, 1230 on Monday 10 March.
