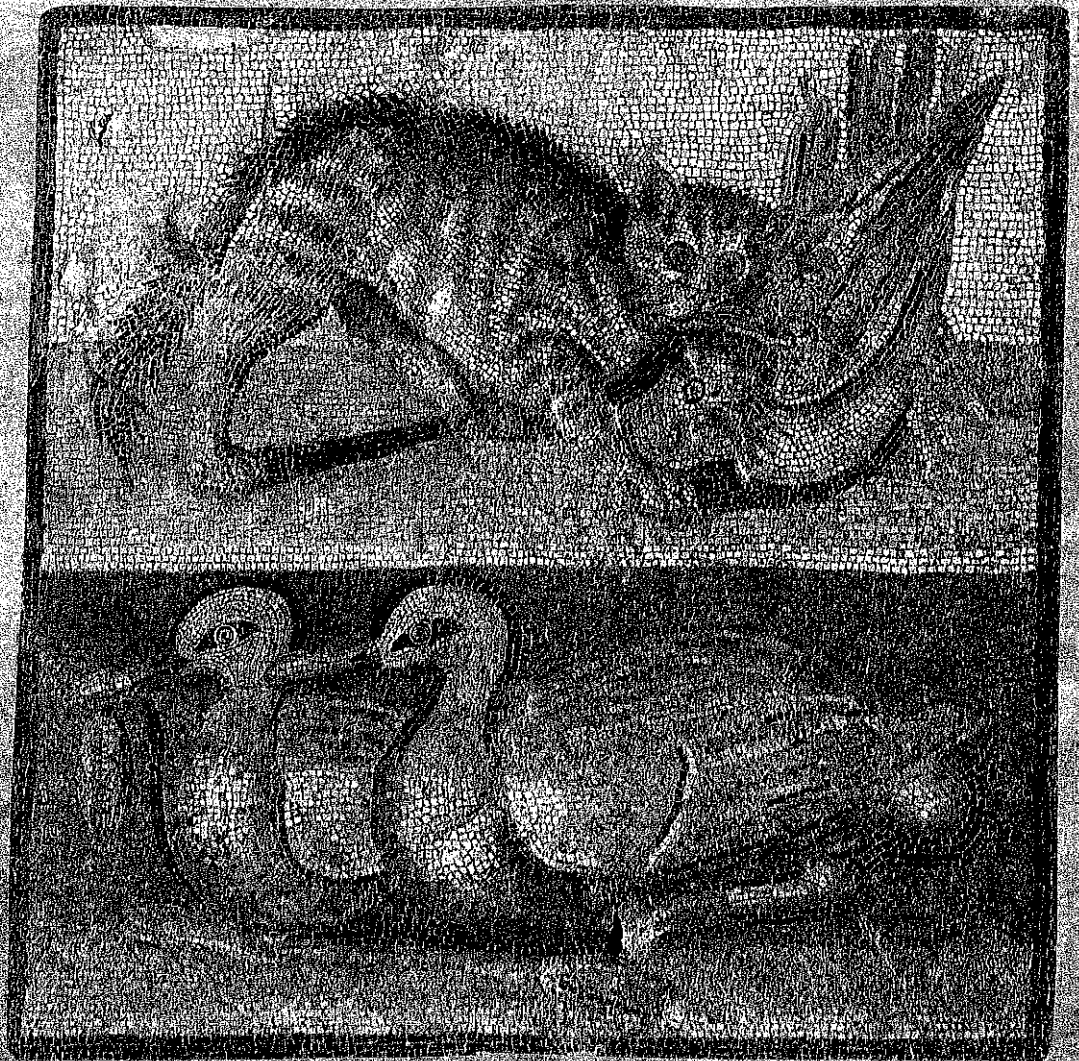


LESSON 10

Pluperfect Tense; Future Perfect Tense; Clauses



Roman mosaic showing a cat seizing a quail, with two ducks below.

IF YOU LIVED IN ANCIENT ROME . . .

YOUR DAY

Because artificial lighting was poor, the Roman family rose at dawn. The father, if he was a person of importance, began the day by receiving his clients (*clientēs*) in the *tablinum* and *atrium*. This was called the *salūtātiō*, and was followed by the *dēductiō*, as the clients escorted him down to the Forum, the center for both business and politics. His importance would be shown by the number of clients which accompanied him. Every magnate was the protector (*patrōnus*) of a number of clients, poorer friends or freed slaves, whom he kept from starvation and represented in court if they were in trouble. In return they performed for him such services as they were capable of, including the *salūtātiō* and *dēductiō*. After his visit to the Forum the *patrōnus* was at leisure, or could deal with family affairs, in the afternoon. His wife, having laid out the day's work for the slaves (and even poor households had at least one slave), was free to spend the rest of the day in paying and receiving calls.

The children's day was spent in schooling and play. Roman children played with many of the same kinds of toys children use today: rattles (*crepundia*), stick horses, jacks (using knucklebones, *tālī*), dolls (*pūpae*), tops (*turbinēs*), hoops (*trochī*), and balls (*pilae*). The boys might also pretend to be gladiators or soldiers, sometimes with miniature weapons and armor. There is also evidence that children might have had small chariots, pulled by dogs or goats, for racing.

Simple games included "Odd or Even?" (*pār impār*), "How Many Fingers Do I Hold Up?" (*Bucca, bucca, quot sunt hīc?*), and *micātiō*, a game like the modern Italian *mora*. More sophisticated games, which were played by both children and adults, were called "Twelve Lines" (*duodecim scripta*) and "Little Bandits" (*latrunculi*). These were like backgammon and chess, respectively.

(Continued)

A PHRASE TO USE

Maxima debetur puer reverentia.
The greatest respect is due a child.
 —JUVENAL

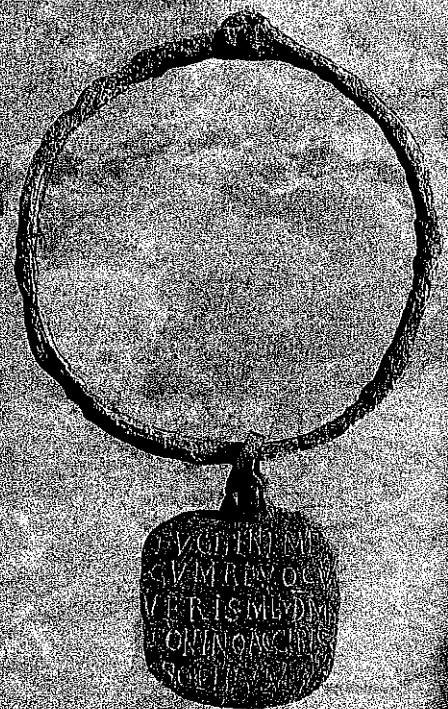
There were also ball games played rather like field hockey and soccer, and a three-cornered catch called **trigōn**, in which as many balls as possible were kept going at one time. All three players threw and caught with both hands, at a rapid pace. Of the two “officials” needed for the game, one kept score by counting dropped balls and the other picked them up and threw them back into the game.

(below left) Fresco showing a pet terrier, in The House of the Epigrams, Pompeii—National Museum, Naples (below right) A dog collar with a tag advertising a reward for the dog's return



ANCIENT ROME LIVES ON . . .

How does a modern middle-class family's day differ from that of a Roman family?



FORMS

PLUPERFECT TENSE

The Pluperfect Tense (called the Past Perfect in English) is formed by adding the tense-sign *-erā-* to the perfect stem, then adding the personal endings. The *-ā* of the tense-sign is shortened before *-m*, *-t*, and *-nt*.

PLUPERFECT ACTIVE, FIRST CONJUGATION

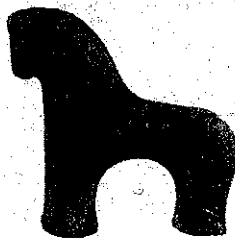
<i>vocāveram</i>	<i>I had called</i>	<i>vocāverāmus</i>	<i>we had called</i>
<i>vocāverās</i>	<i>you had called</i>	<i>vocāverātis</i>	<i>you had called</i>
<i>vocāverat</i>	<i>he, (she, it) had called</i>	<i>vocāverant</i>	<i>they had called</i>

FUTURE PERFECT TENSE

The Future Perfect Tense is formed by adding the tense-sign *-eri-* to the perfect stem, and then the personal endings, dropping the *-i* of the tense-sign before *-ō*.

FUTURE PERFECT ACTIVE, FIRST CONJUGATION

<i>vocāverō</i>	<i>I shall have called</i>	<i>vocāverimus</i>	<i>we shall have called</i>
<i>vocāveris</i>	<i>you will have called</i>	<i>vocāveritis</i>	<i>you will have called</i>
<i>vocāverit</i>	<i>he, (she, it) will have called</i>	<i>vocāverint</i>	<i>they will have called</i>



A wicker tray and a toy clay horse—Royal Ontario Museum, Toronto

SYNTAX

■ USE OF THE PLUPERFECT AND FUTURE PERFECT

These two tenses have the same uses as the corresponding tenses in English.

The Pluperfect Tense represents an action as having already taken place at some point in the past.

Nautās quod bene pugnāverant laudāvit.

He praised the sailors because they had fought well.

Here the action of fighting took place before the action of praising.

The Future Perfect tense represents an action as already having taken place at some point in the future.

Dōna dederitis ubi auxilium portābunt.

When they bring aid you will already have given the gifts.

Here the action of giving will already have taken place before the action of bringing.

■ CLAUSES

In Latin every verb is considered to have its own clause. If a sentence has two verbs, then it has two clauses. These will be either two principal clauses, or one principal clause and one subordinate clause.

Two Principal Clauses

If a sentence has two principal clauses, they will be connected by a coordinating conjunction. That is, somewhere between the two verbs there will be a Latin word meaning *and*, *but*, *for*, *or*, or *nor*.

Rēginam laudāmus, nam bona est.

We praise the queen, for she is good.

Rēginam laudāmus, sed bona nōn est.

We praise the queen, but she is not good.



A rabbit sniffing figs, from a fresco in Herculaneum

COORDINATING CONJUNCTIONS

Meaning *and*:

atque or ac	<i>and</i> (emphatic), <i>and also</i> , <i>and even</i>
et	<i>and</i>
itaque	<i>and so</i>
-que	<i>and</i> (unemphatic), 'n'

Meaning *but*:

at	<i>but, yet, but yet</i>
autem (postpositive) ¹	<i>but, but on the other hand, however</i>
sed	<i>but</i>

Meaning *for*:

enim (postpositive)	<i>for</i>
nam	<i>for</i>

Meaning *or*:

an	<i>or</i> (only in questions, with utrum)
aut	<i>or</i>
vel	<i>or, or even, or possibly</i>

Meaning *nor*:

neque or nec ²	<i>nor</i>
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One Principal Clause and One Subordinate Clause

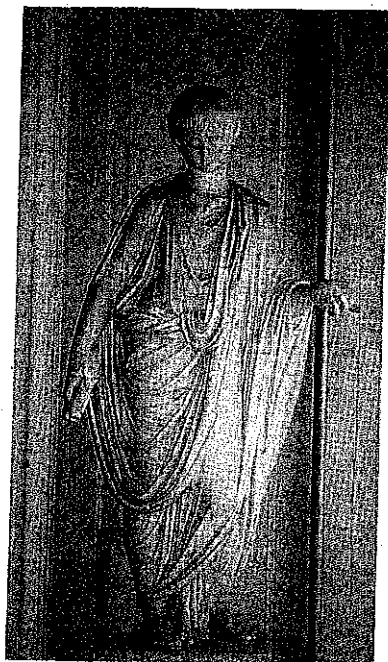
In the following sentence there are two clauses, one principal and one subordinate.

Oppidum quō ambulās magnum est.

The town to which you are walking is large.

The principal clause is **Oppidum magnum est**, *The town is large*. This is a sentence, and can stand by itself. The subordinate clause, **quō ambulās**, *to which you are walking*, is not a sentence and cannot stand by itself. It is easy to recognize a subordinate clause: unlike a principal clause, it cannot stand by itself.

1. A postpositive conjunction never comes first in its clause; it usually comes second. 2. Neque (nec) . . . neque (nec) . . . means *neither . . . nor . . .*



A Roman boy in a toga, 1st century A.D.

WORDS WHICH INTRODUCE SUBORDINATE CLAUSES

nisi	if . . . not, unless
quō	to which place, to which
quod	because
sī	if
ubi	when, where
unde	from which place, from which
ut	as

VOCABULARY

BASIC WORDS

amicitia, -ae, f.	friendship	populus, -ī, m.	a nation, a people
āra, -ae, f.	altar	socius, -ī, m.	ally, comrade
dominus, -ī, m.	lord, master (of slaves, of a nation, etc.)	sacer, sacra, sacrum	sacred, holy; accursed
frūmentum, -ī, n.	grain	nūntiō, -āre, -āvī, -ātum	announce, report
inopia, -ae, f.	need, lack	pugnō, -āre, -āvī, -ātum	fight
locus, -ī, m.	(plural loca, locōrum, n.) place	diū (adv.)	long, for a long time
magister, magistri, m.	master (of a school or ship), teacher, captain, steersman		

- Notes: 1. Populus never means *people* as a plural of person. *Many people* is just *multi*; *multi populi* means *many peoples* (i.e., *many nations*).
2. Pugnō is intransitive in Latin: *We are fighting the men* must be translated *Cum viris pugnāmus*.

LEARNING ENGLISH THROUGH LATIN

amity	<i>peaceful relations, friendship</i>
dominate	<i>to rule or control</i>
enunciate	<i>to speak clearly and distinctly</i>
locale	<i>a place; a setting for a story or play</i>
magisterial	<i>pertaining to a master, teacher, or other person in authority</i>
populace	<i>the common people; the masses</i>
pugnacious	<i>quarrelsome; ready to fight</i>
sociable	<i>enjoying the company of others, agreeable</i>

PRACTICE

A. Fill in the blanks with the correct form of one of the words from the list of English Derivatives:

1. He ____ his words so poorly that no one could understand him. 2. Her views were not accepted by the ____, so she was not elected. 3. The ____ of the comedy was a small village in southern France. 4. She ____ the whole meeting and wouldn't let anyone else speak. 5. He is so ____ that he is getting to be the class bully.

B. Show the connection of each of the following words to a Latin word in the lesson vocabulary:

1. location 2. popular 3. society

C. Translate:

1. pugnābit 2. fuerātis 3. ambulāverō 4. nāvigāvit 5. dō
6. nūntiāvimus 7. stābās 8. laudāverint 9. spectāverās 10. aedificābunt

D. Translate:

1. you (*sing.*) are carrying 2. we shall fly 3. they have lived 4. she had called together 5. I prepare 6. you (*pl.*) loved 7. I had called 8. you (*sing.*) will have awaited 9. we shall have told 10. he was seizing

E. You have now learned all of the six Latin tenses: present, imperfect, future, perfect, pluperfect, and future perfect. Conjugate these verbs in all six tenses, with meanings:

1. pugnō 2. sum 3. dō

F.

Each of these sentences has two clauses. Separate the clauses and tell whether each clause is a principal clause or a subordinate clause:

1. Rēginam laudāmus quod bona est.
2. Rēginam laudāmus, nam bona est.
3. Rēginam nōn laudāmus nisi bona est.
4. Ut ad oppidum ambulābat, villās spectābat.
5. Ad oppidum ambulat ac villas spectat.
6. In agrōs ambulat ubi villās spectābit.
7. Nōn ambulātis, sed nāvigātis.
8. Neque ambulātis neque nāvigātis.
9. Utrum ambulābātis an nāvigābātis?
10. Aut ambulābitis aut nāvigābitis.

Translation Help

As the sentences in this book become longer and more complex, you will save time if you approach them systematically:

- A. Count the verbs. This tells you how many clauses there are.
- B. Separate the clauses, determining which are principal and which subordinate. Remember that a subordinate clause begins with the word (*nisi, quō, quod, ubi*, etc.) which introduces it and usually ends with its verb. Remember also that clauses may be nested one inside another in a way not usual in English.
- C. Start with the verb of the principal clause (the first principal clause, if there are more than one). Determine its tense, voice, person, and number. Translate it. Determine whether it is transitive, intransitive, or a linking verb. If the verb is transitive,
 1. find its direct object (a noun in the accusative).
 - a. if it is a verb of *giving, saying, or showing*, see if there is an indirect object (a noun in the dative).
 - b. if it is a verb of *making, naming, or choosing*, see if there is an objective complement.
 2. see if there is an expressed subject (a noun in the nominative and in the same number as the verb).
 If the verb is a linking verb,
 1. see if there is an expressed subject,
 2. look for the subjective complement (most likely a predicate adjective or noun in the nominative, but possibly some other case, e.g. *Tēla sunt Aenēae, The weapons are Aeneas*).
- D. Finally, translate the adjectival and/or adverbial modifiers that make up the rest of the clause.
- E. Apply the same techniques to each of the other clauses in turn.

READING

Developing Reading Skills

Guess at some of the unfamiliar words in this reading by thinking of *antique*, *gubernatorial* (what are gubernatorial elections?), *migrate*, *ramification*, and *sepulcher*. Have you studied chemistry? If so, you will know which element has the symbol *Au* and why.

The Bleeding Branches

Aenēas Trōiānōrum fūgā ab Asiā ad Thrāciam narrābat: "Trōiānī cum Graecīs pulchrē pugnāverāmus, Graecī autem Trōiānōs superāverant. Nunc in Thrāciā erāmus, quō ab Asiā nāvigāverāmus. Thrāciae dominus socius populī Trōiānī diū erat, inter populōs enim erat amicitia; itaque Polydōrus Priamī filius hūc ante bellum nāvigāverat cum multō aurō. Priamus Polydōrum dominō Thrāciae mandāverat verbīs bonīs: 'Sī ferī Graecī Trōiam occupāverint, nōn occupābunt et aurum, nam meus filius aurum servābit salvum.' 5

"Ut locus bonus erat, 'Hīc,' clāmāvī, 'oppidum nostrum novum aedificābimus!' Portābant Trōiānī sacra dōna deīs, itaque āram aedificābam. Sed ubi in virgulta unde rāmōs ad āram portābāmus ambulāveram, magnum malum spectāvī: rāmī cruentī erant! Ibi erat et umbra miserī Polydōrī. Paucīs verbīs miseram fābulam narrāvit: sacer Thrāciae dominus Polydōrum obtruncāverat atque aurum occupāverat. Virgulta in sepulcrō Polydōrī erant. 10

"Anchīsēs Trōiānōs convocāvit: 'Hīc nōn stābimus; ad Crētā nāvigābimus, patriam antiquā unde antiquī Trōiānī ad Asiā migrāverunt. Deī Trōiānōs ad Crētā vocant. Ibi oppidum nostrum aedificābimus.' 15

"Itaque ā Thrāciā ad Crētā magistrī nāvigia gubernābant."

4. erat: translate *had been* (not *was*); (False Pluperfect) 6. occupāverint: English uses the present in this kind of clause: *seize* (not *will have seized*). 12. sacer Thrāciae dominus: The accursed Lord of Thrace eventually paid the penalty for the robbery and murder. When Hecuba passed by on her way to Greece with her captor Ulysses, she scratched his eyes out. 13. virgulta: The thicket had grown up from the shafts of the spears with which Polydorus was killed.



Mosaic of a ship in harbor, with its gangplank extended to the harbor mole—
Museo della Civiltà Romana, Rome

■ READING COMPREHENSION

1. Where did Aeneas sail to from Asia? 2. Who had sailed there previously?
3. What had been entrusted to this person? 4. What did Aeneas discover when he was building an altar?
5. What sad story did this reveal?
6. Where did Anchises decide to go to build the new town?



FROM THE PHILOSOPHER'S HANDBOOK . . .

Colossus magnitudinem suam servābit etiam
sī steterit in puteō.

*A giant will keep his size even though
he will have stood in a well.*

—SENECA

What is your interpretation of this saying? Can you cite a specific example?