

CHAPTER
20

CHANCE ENOUNTER

Objectives

- to present the remaining persons of the perfect tense
- to examine subordinate clauses with the conjunction *dum*
- to consolidate uses of the infinitive
- to introduce students to the concept of principal parts of verbs

The Story

1. Allow students to discover the 1st and 2nd singular and plural perfect tense personal endings as they read and comprehend the passage. The first two examples (*mīsistī* and *Voluimus*, 11) are given in the vocabulary. The next two (*intrāvistis*, 14–15, and *īstis*, 15) are clued by the pronoun *vōs* (14). The three 1st person plural verbs in lines 16–18 are clued by *Nōs* (16). The 2nd person singular form in line 21 must be deduced from the context of Cornelius questioning the soldier about Apollodorus: *What have you heard . . . ?* This in turn provides the clue for interpreting *audīvī* (22) as 1st person singular: *I have heard nothing. . . .* The two remaining forms will then be familiar to students: *audīvistis* (23, also clued by *Vōsne*) and *audīvī* (24).

2. Have students deduce *dēvorant* (13) and *attentē* (13).
3. Balanced phrases:
 - a. Cum Cornēliō cēnāre et . . . ad medium noctem vigilāre. . . . (2)
 - b. . . . nam omnia vidēre et omnia audīre. . . . (3)
4. “*Licetne nōbīs. . . .*” (7): the two translations given in the vocabulary note (the first literal, the second better English) will make this construction clear. Discussion of the dative case will come in Chapter 22.
5. “*Estō!*” (8): explain that this is an imperative of the verb *esse*, meaning literally *Let it be!* or *So be it!* Students will then see that the stem of the word is the same as that seen in some of the forms of *esse* that they have already met. *Estō* is the 3rd person singular future imperative.
6. Some students will have difficulty distinguishing *caupōnem* (12) and *caupōnam* (14, 16). Remind students of the importance of distinctions of declension.
7. *Dum* (13): treated on page 27 of the student’s book.
8. *Cornēlium attentē spectāvit* (13–14) may cause difficulties, as some students may make Cornelius the subject.
9. *pernoctāre* (19, 22); see page 28 of the student’s book.

Soldier:

- galea*, -ae, f., *helmet*
balteus, -ī, m., *shoulder-band, baldric*
lōrīca, -ae, f., *corselet*

Men in background:

inter sē colloquuntur, *are talking among themselves*

Dancing girl:

- saltātrīx*, *saltātrīcis*, f., *dancing girl*
saltō, -āre, -āvī, -ātūrus, *to dance*
crotalum, -ī, n., *castanet*

Sententiae to Accompany the Story

Use the following sententiae to illustrate themes or words in the story:

estō! (8):

Salūs populī suprēma lēx estō! *Let the safety of the people be the supreme law!* (Cicero, *De legibus* III.3.8;
also the motto of the state of Missouri)

numquam (18):

Potius sērō quam numquam! *Better late than never!*
Nunc aut numquam! *Now or never!*

Vēritās numquam perit. *The truth never perishes.* (cf.
Petronius, *Satyricon* 44)

Exercises on the Story

1. Additional vocabulary for communicative activity:

Food and eating:

- mālum*, -ī, n., *apple*
pirum, -ī, n., *pear*
ūva, -ae, f., *grape, bunch of grapes*
vīnum, -ī, n., *wine*
pōculum, -ī, n., *goblet*
olla, -ae, f., *jug*
ferculum, -ī, n., *tray*
mēnsa, -ae, f., *table*
subsellium, -ī, n., *bench*
pluteus, -ī, m., *shelf*
edō, ēsse, irreg., *to eat*
 (N.B. *edit* or *ēst*, *edunt*)
bibō, *bibere*, *bibī*, *to drink*

Exercises on the Grammar

Exercise 20b: draw students’ attention to the fact that *ego et Marcus* (no. 3) results in a verb ending in *-mus*. Latin regularly puts the 1st person pronoun first, in contrast to polite English usage.

Lectio

Ubi Cornēlia et māter cubitum iērunt, Marcus et Sextus cum Cornēliō manserunt. Cum Cornēliō cenāre et post cēnam ad medium noctem vigilāre in animō habuerunt, nam omnia vidēre et omnia audīre voluerunt.

Marcus, "Esurio, pater," inquit. "Esurisne tū quoque, Sexte?"

"Ita vēro!" respondit Sextus.

"Semper esuritis, tū et Marcus!" exclamavit Cornēlius.

"Licetne nōbis," inquit Marcus, "hīc cēnare?"

Paulisper tacebat pater, sed tandem, "Estō!" inquit. "Tibi et Sextō licet hīc cēnare. Post cēnam tamen necesse est statim cubitum īre."

Riserunt puerī quod laeti erant. "Gaudēmus, pater," inquit Marcus, "quod nōs in cubiculum nōn statim nīsistī. Voluimus enim hīc manere et alios viatores spectare."

Tum Cornēlius caupōnem iussit cibum parāre. Brevi tempore servus cibum ad eos portavit. Dum puerī cibum dēvorant, subito intravit miles quīdam. Cornēlium attentē spectavit. "Salvē, vir optime!" inquit. "Salvete, puerī! Cūr vōs in hanc caupōnam intrāvistis? Cūr nōn ad villam hospitis īstis? Nōnne tū es

senātor Rōmānus?"

"Senātor Rōmānus sum," respondit Cornēlius. "Nōs in hanc caupōnam intrāvimus quod raeda nostra in fossā haeret immōbilis. In agrīs nocte manēre nōlēbāmus, sed numquam anteā in caupōna pernoctāvimus. Certe in agrīs pernoctāre est perīculōsum."

Tum mīles, "Etiam in caupōna pernoctāre saepe est perīculōsum."

"Cūr hoc nōbīs dīcis?" rogāvit Cornēlius. "Estne hic caupo homō scelestus? Dē Apollodōrō quid audīvistī?"

"Dē Apollodōrō nihil audīvī, sed semper est perīculōsum in caupōna pernoctāre. Vōsne audīvistis illam fābulam dē caupōne nārrātam? Ille caupo hospitem necāvit."

"Minime!" inquit Cornēlius. "Illam fābulam nōn audīvī. Cūr igitur nōbīs illam nōn nārrās dum cēnāmus?"

Vocabulary List A

1. mansērunt (they) stayed, have stayed, etc.
2. post + Acc. Prep. after (postpone)
3. medius, a, um mid-, middle of (medium)
4. media nox midnight (mean- Noun; equinox)
5. Līcetne nōbīs...? Is it allowed for us...? May we...? (license)
6. paulisper Adv. of _____ for a short time
7. Estō! All right!
8. mīsistī You (singular) sent, have sent
9. voluimus we wanted
10. Salūs populi suprēma lēx esto! Let the safety of the people be the supreme law! Cicero

Vocabulary List B

1. enim Conj. for, indeed N. B. POSTPOSITIVE like igitur
2. devorō, devorāre to devour
3. miles, militis M. soldier (military)
4. vir optime sir (optimal)
5. optimus, a, um best, very good (optimist)
6. numquam never
7. antea Adv. of _____ before
8. dīcō, dicere to say, tell (dictionary) N. B. irreg. sing. imperative: dic!
9. illam that (famous) accusative singular form of ille that
10. Potius sērō quam numquam. Better late than never

Vocabulary List C

1. fābula, ae F. story (fable)
2. narrātus, a, um told (narrate)
3. necō, necāre to kill (internecine)
4. narrō, narrāre to tell (a story) (narrator)
5. ille he (literally: that one)
6. heri yesterday
7. postquam after CONJUNCTION
8. haec these things
9. Nunc aut numquam! Now or never!
10. Veritās numquam perit. The truth never perishes

Vocabulary List D (on the readings on pp. 34-37)

1. 509 B. C. Date of the start of the Roman Republic
2. cursus honorum 4 step series of offices to reach the position of consul, i. e. to go from quaestor, tribune of the plebs or aedile, praetor, consul.
3. plebs The common people
4. comitia centuriāta Voting assembly of the Roman people by centuries (divisions of the Roman populace established by King Servius Tullius and continued throughout the whole time of the Roman Republic)
5. Laws of the Twelve Tables First collection of Roman law
6. tribune an official of the Plebian class with the power of veto

Forms and comments:**BUILDING THE MEANING**

The use of *dum* with the present tense when the verb of the main clause is perfect tense is distinctly different from English. Remind students that certain linguistic features are unique to specific languages. P. 25 line 13

FORMS

1. Principal parts of verbs that do not follow the regular patterns in the 1st, 2nd, and 4th conjugations (and the principal parts of all 3rd conjugation verbs) will be given in blocks beneath the vocabulary lists or beneath the exercises in each subsequent chapter. These lists will include verbs that students have already met so that they may learn their principal parts. Require students to memorize them. Lists of these verbs for use by the teacher are on pages 329-330 of this guide. They provide a quick means of checking to see whether the students are expected to have learned the principal parts of a given verb at any particular stage.

2. Note that we give the future active participle of Latin verbs that are used only with an intransitive force, since these verbs usually do not have perfect passive participles. Many Latin verbs can be either intransitive or transitive; for these verbs and for verbs that are always transitive we give the perfect passive participle. We follow the *Oxford Latin Dictionary*; we give the perfect passive participle for all verbs identified there with the abbreviation *tr.* not enclosed in parentheses.

3. Require students to memorize now the principal parts of all verbs given in this Forms section, namely, the principal parts of *parō*, *habeō*, *mittō*, *iaciō*, *audiō*, *veniō*, *lavō*, *dūcō*, *sum*, and *eō*. Note that we usually use *ī* instead of *īvī* as the perfect of *eō*; for its forms, see page 32.

Grammatica Latina:I. Tempus Perfectum:

To form the perfect tense, one adds the perfect active endings to the perfect stem.

STEPS:

1. Drop i from the third principal part of a verb to obtain the perfect stem.

e. g. duco, ducere, duxī, ductus

duxī = dux-

2. Add the perfect endings to the perfect stem:

<u>dux</u> + <u>i</u>	<u>duxī</u>
<u>isti</u>	<u>duxisti</u>
<u>it</u>	<u>duxit</u>
<u>imus</u>	<u>duximus</u>
<u>istis</u>	<u>duxistis</u>
<u>erunt</u>	<u>duxerunt</u>

II. Partes Principales:A. Example of a transitive verb (one capable of taking a direct object)

<u>duco</u>	<u>ducere</u>	<u>duxī</u>	<u>ductus</u>
1st pers. s. pres. act. inf. of the pres. tense		1st pers. s. perfect passive participle of the perfect (verbal adjective) tense	

Eng. I lead to lead I led having been led, led

B. Example of an intransitive verb (can't take a direct object or be made passive)

<u>veniō</u>	<u>venire</u>	<u>venī</u>	<u>ventūrus</u>
1st pers. s. pres. act. inf. of the pres. tense		1st pers. s. future active participle of the perfect tense	

Eng. I come to come I came going to come, about to come

Forming the perfect tense is easy; what is time-consuming is memorizing principal parts to know the perfect stem. However, one should not despair. It is only the third conjugation that is problematical, and its principal parts will be given in full. There is usually a set pattern for the first, second, and fourth conjugation verbs. If the first, second, and fourth conjugation verbs do not follow the set patterns; then, they will be given in full in vocabulary listings.

ORDINARY SET PATTERNS FOR 1st, 2nd, and 4th CONJUGATION VERBS:

1st -ō, -āre, -āvī, -ātus

2nd -eo, -ēre, -ui, -itus

4th -io, -īre, -īvī, -ītus

VERBS FROM LESSON I - XX WHICH FOLLOW SET PATTERNS:

A. Prima coniugatio:

model: laudo, laudāre, laudāvī, laudātus- to praise

English meaning

1. habito	,	,	
2. ambulo	,	,	ambulatūrus
3. clamo	,	,	
4. laboro	,	,	
5. amo	,	,	
6. appropinquō	,	,	appropinquatūrus
7. erro	,	,	
8. parō	,	,	
9. salutō	,	,	
10. revoco	,	,	
11. lacrimo	,	,	
12. excito	,	,	
13. intro	,	,	
14. vexo	,	,	
15. specto	,	,	
16. tempto	,	,	
17. curo	,	,	
18. purgo	,	,	
19. porto	,	,	
20. exclamo	,	,	
21. incito	,	,	
22. mussō	,	,	mussatūrus
23. verbero	,	,	
24. celo	,	,	
25. convoco	,	,	

26. rogo	, , ,	
27. latrō	, , latrātūrus	
28. vīto	, , ,	
29. cesso	, , cessatūrus	
30. interpellō	, , ,	
31. exspectō	, , ,	
32. pernoctō	, , pernoctatūrus	
33. observō	, , ,	
34. festīnō	, , festinatūrus	
35. ceno	, , ,	
36. explicō	, , ,	
37. vigilo	, , vigilatūrus	
38. necō	, , ,	
39. narrō	, , ,	
40. devorō	, , ,	

B. Secunda Coniugatiō:

model: terreo, terrēre, terrui, territus to frighten

1. timeo	, , ,	
2. taceo	, , ,	
3. habeo	, , ,	
4. appareo	, , apparitūrus	
5. doleo	, , dolitūrus	

C. Quarta coniugatiō:

model: audio, audire, audivi, auditus to hear

1. dormio	, , dormitūrus	
2. nescio	, , ,	
3. impediō	, , ,	
4. custodio	, , ,	
5. esurio	, , esuritūrus	
6. ferio	, , ,	
7. scio	, , ,	

VERBS FROM LESSONS I - XX NOT FOLLOWING SET PATTERNS:

	<u>A. Prima coniugatio:</u>	<u>English meanings</u>
1.	stō, stāre, stetī, statūrus	_____
2.	adiuvo, adiuvāre, adiūvī, adiūtus	_____
3.	lavō, lavāre, lāvī, laetus	_____
B. Secunda coniugatio:		
1.	doceō, docēre, docui, doctus	_____
2.	sedeō, sedēre, sēdī, sessūrus	_____
3.	rīdeo, rīdere, rīsī, rīsus	_____
4.	video, vidēre, vīdī, visus	_____
5.	teneō, tenēre, tenuī, tentus	_____
6.	maneō, manēre, mansī, mansūrus	_____
7.	iubeō, iubēre, iussī, iussus	_____
8.	haereō, haerēre, haesī, haesus	_____
9.	moveō, movēre, mōvī, mōtus	_____
10.	respondeō, respondēre, respondī, responsūrus	_____
C. Tertia coniugatio:		
1.	curro, currere, cucurri, cursūrus	_____
2.	cado, cadere, cecidi, casūrus	_____
3.	gemo, gemere, gemui, gemitus	_____
4.	ascendo, ascendere, ascendī, ascensūrus	_____
5.	dēscendo, dēscendere, dēscendi, dēscensūrus	_____
6.	petō, petere, petīvī, petītus	_____
7.	repellō, repellere, reppuli, repulsus	_____
8.	scribo, scribere, scripsi, scriptus	_____
9.	duco, dūcere, duxī, ductus	_____
10.	trādo, trādere, trādidī, trāditus	_____
11.	legō, legere, lēgi, lēctus	_____
12.	coquō, coquere, coxi, coctus	_____
13.	cōsulō, cōsulere, cōsului, cōsultus	_____
14.	extendo, extendere, extendī, extentus (extensus)	_____
15.	traho, trahere, traxī, tractus	_____
16.	ago, agere, ēgī, actus	_____
17.	surgo, surgere, surrexī, surrectūrus	_____
18.	induo, induere, induī, indūtus	_____

19. discedō, discedere, discessī, discessurus	_____
20. mittō, mittere, misī, missus	_____
21. prōmittō, prōmittere, prōmisi, prōmissus	_____
22. pōnō, pōnere, posui, positus	_____
23. gerō, gerere, gessī, gestus	_____
24. reprehēndō, reprehendere, reprehendī, reprehēnsus	_____
25. quiescō, quiescere, quievī, quietūrus	_____
26. concidō, concidere, concidi,	_____
27. extrahō, extrahere, extraxī, extractus	_____
28. dēvertō, dēvertere, dēvertī, dēversus	_____
29. lūdo, lūdere, lūsī, lūsūrus	_____
30. inūrō, inūrere, inussī inustus	_____
31. praecurrō, praecurrere, praecurri, praecursurus	_____
32. agnoscō, agnoscere, agnōvī, agnitus	_____
33. dīcō, dīcere, dīxi, dictus	_____
34. relinquō, relinquere, reliquī, relictus	_____
35. vertō, vertere, vertī, versus	_____
D. <u>Tertia coniugatiō -io:</u>	_____
1. faciō, facere, fēcī, factus	_____
2. conspiciō, conspicere, conspexī, conspectus	_____
3. arripiō, arripere, arripui, arreptus	_____
4. excipiō, excipere, excepī, exceptus	_____
5. iaciō, iacere, iēcī, iactus	_____
6. effugiō, effugere, effūgī, _____	_____
7. olfaciō, olfacere, olfēcī, olfactus	_____
8. fugiō, fugere, fūgī, fugitūrus	_____
E. <u>Quarta Coniugatiō:</u>	_____
1. veniō, venire, vēnī, ventūrus	_____
2. adveniō, advenire, advēnī, adventūrus	_____
3. inveniō, invenire, invēnī, inventus	_____
4. aperiō, aperire, aperui, apertus	_____

F. Verba Irregularia:

1. sum, esse, fui, futurus
2. possum posse, potui,
3. volo, velle, volui,
4. nolo, nolle, nolui,
5. eo, ire, ii (ivi), iturus
6. fero, ferre, tuli, latus
7. redeo, redire, redii (redivi), redditurus
8. absum, abesse, afui, afuturus
9. praetereo, praeterire, praeterii (ivi), praeteriturus
10. abeo, abire, abi (abivi) abiturus
11. exeo, exire, exii (exivi), exiturus
12. adsum, adesse, adfui, adfuturus

G. Verbum Defectivum:

1. inquit

H. Verba Semi-deponentia:

1. soleo, solere, solitus sum
2. gaudeo, gaudere, gavisus sum

I. Verba Impersonalia:

1. licet, licere, licuit
2. lucet, lucere, luxit
3. accidit, accidere, accidit
4. advesperascit, advesperascere, advesperavit

Illustration p. 36

The great Flemish artist who painted this scene also produced a number of major paintings dealing with specific Roman victories—Julius Caesar's, for example—and he entitled those appropriately. This canvas is identified in such a way as to convey a generic sense of Roman military triumph. Have students note that among the generic elements chosen for this scene are prisoners of war of various ranks and the kinds of animals (such as elephants) that Romans used for military purposes.

Capitulum XXChance Encounter

Ubi Cornēlia et māter cubitum iērunt, Marcus et Sextus cum Cornēliō mānsērunt. Cum Cornēliō cēnāre et post cēnam ad mēdiam noctem vigilāre in animō habuērunt, nam omnia vidēre et omnia audīre voluērunt.

Marcus, "Ēsuriō, pater," inquit. "Ēsurīsne tū quoque, Sexte?"

"Ita vērō!" respondit Sextus.

"Semper ēsurītis, tū et Marcus!" exclāmāvit Cornēlius.

"Licetne nōbīs," inquit Marcus, "hīc cēnāre? "

Paulisper tacēbat pater, sed tandem, "Estō!" inquit. "Tibi et Sextō licet hīc cēnāre. Post cēnam tamen necesse est statim cubitum īre."

Rīsērunt puerī quod laetī erant. "Gaudēmus, pater," inquit Marcus, "quod nōs in cubiculum nōn statim mīsistī. Voluimus enim hīc manēre et aliōs viātōrēs spectāre."

Tum Cornēlius caupōnēm iussit cibum parāre. Brevī tempore servus cibum ad eōs portāvit. Dum puerī cibum dēvorant, subitō intrāvit mīles quīdam. Cornēlium attentē spectāvit. "Salvē, vir optime!" inquit. "Salvēte, puerī! Cūr vōs in hanc caupōnam intrāvistis? Cūr nōn ad vīllam hospitīs īstis? Nōnne tū es senātor Rōmānus?"

"Senātor Rōmānus sum," respondit Cornēlius. "Nōs in hanc caupōnam intrāvimus quod raeda nostra in fossā haeret immōbilis. In agrīs nocte manēre nōlēbāmus, sed numquam anteā in caupōnā pernoctāvimus. Certē in agrīs pernoctāre est perīculōsum."

Tum mīles, "Etiam in caupōnā pernoctāre saepe est perīculōsum."

"Cūr hoc nōbīs dīcis?" rogāvit Cornēlius. "Estne hic caupō homō scelestus? Dē Apollodōrō quid audīvistī?"

"Dē Apollodōrō nihil audīvī, sed semper est perīculōsum in caupōnā pernoctāre. Vōsne audīvistis illam fabulam dē caupōne nārrātam? Ille caupō hospitem necāvit."

"Minimē!" inquit Cornēlius. "Illam fābulam nōn audīvī. Cūr igitur nōbīs illam nōn nārrās dum cēnāmus?"

Exercise 20b Please supply the appropriate perfect tense endings, read aloud, and translate:

1. Ego līberōs in hortō petīv _____; tū eōs in sīlvā invēn _____.

2. Ubi tunica Sextī in rāmīs haerēbat, nōs omnēs rīs _____.

3. Quō iit Cornēlia? Ego et Marcus patrem hoc rogāv _____, sed ille nihil respond _____.

4. Quamquam Sextus fu _____ molestus, servī eum nōn verberāv _____.

5. Ubi heri fu _____, Marce et Cornēlia? Pater et māter nōs iuss _____ hīc manēre.

6. Postquam vōs cēnāv _____, cubitum īre volu _____.

7. Heri nōs in urbe erāmus, sed mātrem ibi nōn vīd _____.

8. "Unde vēn _____, amīci?" rogāv _____ caupō. "Quō nunc ītis?"

9. Tūne Cornēlium vīd _____, ubi tū Rōmam advēn _____? Ego certē eum nōn vīd _____.

10. Ille, postquam haec audīv _____, ē caupōnā sē praecipitāv _____.

Exercise 20d Read aloud and translate. Explain uses of dum and of infinitives:

1. Cūr, Marce et Sexte, ad medium noctem vigilāre in animō habētis?

2. Omnia vidēre et audīre volumus quod numquam anteā in caupōnā pernoctāvimus.

3. Dum puerī in caupōnā erant, dormīre nōlēbant.

4. Cūr voluistī hīc pernoctāre, Marce?

5. Cūr in caupōnā pernoctāvistis, puerī? Licetne filiō senātōris in caupōnam intrāre?

6. Cornēlius servum in cubiculum īre iussit.

7. In viā pernoctāre perīculōsum est.

8. Dum Cornēlius et puerī cēnānt, intrāvit mīles quīdam.

9. Vōbīs in caupōnā cēnāre licet.

10. Ego et tū cubitum īre nōluimus.

Exercise 20e Using story 20 and the charts of forms showing perfect tense endings as guides, give the Latin for:

1. Cornelia: "I wanted to go to bed." _____

2. Boys: "We stayed with Cornelius."

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3. Boys: "We intended to stay awake until midnight."

4. Cornelius: "Why ~~do~~ you laugh, boys?"

5. Soldier: "Why, sir, did you enter this inn?"

6. Cornelius: "I entered this inn because my carriage is stuck in a ditch."

Exercise 20 f

1st Sing.Present

Present Infinitive

1st Sing. Perfect

necāmus, necāvimus

necō

necāre

necāvī

intrant, intrāvērunt

errās, errāvistī

tenēs, tenuistī

mittunt, mīsērunt

manēmus, mānsimus

iubet, iussit

discēdimus, discessimus

haeret, haesit

dormiunt, dormīvērunt

petunt, petīvērunt

custōdīmus, custōdīvimus

gemitis, gemuistis

estis, fuistis

Activity 20f 2nd edition

Find the meanings of the following Latin expressions that occur in English:

1. ante-bellum _____
2. post-bellum _____
3. ante meridiem _____
4. post meridiem _____
5. post mortem _____

3. The uniqueness of *dum* clauses

The use of **dum** with the present tense when the verb of the main clause is perfect tense is distinctly different from English usage. Remind students that certain linguistic features are unique to specific languages.

4. Multiple intelligences: Visual/Spatial intelligence

Use the chart below to help teach “Subordinate Clauses with the Conjunction **dum**”:

DUM CLAUSE	MAIN CLAUSE
PRESENT TENSE	PRESENT TENSE
IMPERFECT TENSE	IMPERFECT TENSE
PRESENT TENSE	PERFECT TENSE

The **dum** clause may be first or last. The major difference between Latin and English occurs when the *perfect* tense is used in the main clause and the present tense in the **dum** clause is translated as an imperfect.

(Created by Kevin Finnigan, Fairport, NY, Central Schools)