

CHAPTER
24

ALWAYS TOMORROW

Objectives

- to provide reinforcement of the future tense
- to consolidate the use of the dative with intransitive compound verbs
- to present the ablative of cause
- to teach the pluperfect and future perfect tenses

The Story

1. No examples of the pluperfect tense have occurred in earlier stories. Examples in this story are: *advēnerant* (8), *vīderat* (9), *aedificāverant* (20), and *advēnerat* (24).
2. The first eight lines of the story clearly set the temporal framework, with the perfect tense verbs in the narrative and the future tense verbs in the questions and answers. This sets the stage for the introduction of the pluperfect in line 8, *Iam advēnerant ad Circum Maximum*. . . , and line 9, *Marcus quoque stupuit, quamquam Circum antea vīderat*. The verbs here are translated in the vocabulary list, but encourage students to grasp the meaning from the context: *They had already arrived*. . . and *Marcus, too, was amazed, although he had seen the Circus Maximus before*. In making the meaning of the pluperfect tense clear, take full advantage of the obvious temporal relationship between the simple past *was amazed* and the

pluperfect in the clause *although he had seen*. Students should themselves spot and correctly interpret the other two examples of the pluperfect tense (20 and 24), which have the same endings as the first two examples and are not translated in the vocabulary list.

3. The first example of a verb in the future perfect tense appears in the last paragraph of the story and is translated in the vocabulary both literally, *you will have returned*, and in its usual English translation as a present tense, *you return*.

4. Have students deduce: *dēmōnstrābō* (7), *magnificōs* (12), and *labōre* (21).

5. Structures:

- a. Anaphora: *Stupuit Sextus. . . Stupuit Titus. . .* (8–10)
- b. Balanced phrase: . . . *attonitus nōn mōle, sed silentiō Circi*. (10) Parallel Structure
- c. Condensed sentence: "*Librōs, nōn lūdōs amat Eucleidēs*." (15)

6. *Patrī tuō occurrēmus* (17): for the dative with the compound intransitive verb, see page 78 of the student's book.

7. *labōre et aestū dēfessī* (21): ablative of cause (see page 79 of the student's book); encourage students to try *by* or *with* when translating ablatives without prepositions. There is no need to explain the 4th declension ending at this stage. The 4th and 5th declensions are formally presented in Chapter 25.

Text p. 77

Sīmulac Titus et puerī et Eucleidēs urbem per Portam Capēnam intrāverunt, clāmāvit Sextus, "Quid nōs prīmum faciēmus? Quō ibimus? Vīsītābimusne---?"

"Quō tū nōs dūcēs, patre?" interpellāvit Marcus. Vidēbimusne Cūriam et Forum? Sextus multa dē Rōmā lēgit et audīvit et nunc, patre, omnia vidēre vult."

Titus, "Tacēte! Tacēte!" inquit. "Forum crās vīsītābimus. Crās, Eucleidēs, tibi licēbit puerōs eō dūcere. Tum erit satis temporis. Hodīe tamen, puerī, vōs domum per urbem dūcam et omnia in itinere vōbīs dēmōnstrābō."

Iam advēnerant ad Circum Maximum, quī nōn procul aberat. Stupuit Sextus ubi nōlem Circi Maximi vīdit. Marcus quoque stupuit, quamquam Circum antea vīderat. Stupuit Titus, attonitus nōn mōle, sed silentiō Circi.

Text p. 77 continued on p. 2

"Ēheu! Ēheu!" inquit Titus. "Hodiē Circus est clausus. Tribus diēbus tamen prīnceps ipse, Titus Flāvius Vespasianus, lūdōs magnificōs faciet."

"Nōne tū nōs eō dūcēs?" rogāvit Marcus.

"Ēheu! Ego nōn poterō vōs dūcere," inquit Titus. "Fortasse Eucleidēs vōs dūcet."

Vocabulary List A

- | | | | | |
|----------------|-------------|-----------------|-----------------------------------------------------------|----------------|
| 1. simulac | Conj. | as soon as | | |
| 2. dēmōnstrō, | -āre, | -āvī, | -ātus | to show |
| 3. mōlēs, | mōlis | F. mass, | huge bulk | i-stem because |
| 4. vīderat | he had seen | mōlēs | mōlēs | |
| 5. attonitus, | a, um | astonished, | astounded | mōlis |
| | | | | *mōlium |
| 6. clausus, | a, um | shut, | closed | mōlī |
| | | | | mōlibus |
| 7. lūdī, | lūdōrum | M. pl. games | | mōlem |
| | | | | mōlēs |
| | | | | mōle |
| | | | | mōlibus |
| 8. magnificus, | a, um | magnificent | | |
| 9. legō, | legere, | lēgī, | lēctus | to read |
| 10. licet, | licēre, | licuit + dat. | usually found only in the 3rd pers. sing. and infinitives | |
| | | | <u>it is allowed</u> | |
| 11. vix | scarcely, | with difficulty | | |

Text p. 78

"Minime!" respondit Sextus. "Librōs, nōn lūdōs amat Eucleidēs."

"Agite, puerī!" interpellāvit Titus. "Nunc circumībimus Montem Palātīnum et Forum intrābimus ad arcum Tiberiī. Ibi fortasse patrī tuō occurrēmus, Marce. Mox senātōrēs ē Cūria exhibunt."

Itaque Circum reliquerunt et Palātīnum circumierunt. Titus in itinere mōstrāvit puerīs mīra aedificia quae prīncipēs in Palātīnō aedificāverant. Tandem ad arcum Tiberiī advēnerunt, iam labōre et aestū dēfessī.

"Hic est arcus," inquit Titus, quem----

"Omnia vidēre poteritis crās," interpellāvit Cornēlius, quī eō ipsō tempore ad arcum ē Cūria advēnerat. "Cum ad Forum crās redieritis, Eucleidēs omnia vōbīs explicābit. Iam sērō est. Agite! Iam domum ībimus."

Sententia to Accompany the Story

Tantae mōlis erat Rōmānam condere gentem! It was such a vast undertaking to found the Roman nation! (Vergil, Aeneid, I.33)

The quotation gives an impression of Vergil's pride in the greatness of the city to which the Cornēlii are now returning and which Sextus is visiting for the first time. The use of the genitive case in the words tantae mōlis may puzzle students. This is a predicate genitive of description, literally, *To found the Roman nation was (a matter) of such a vast undertaking.*

1. liber, librī M. book
2. Mons Palātīnus, Montis Palātīnī M. The Palatine Hill
3. arcus arch
4. aedificō, -āre, -āvī, -ātus to build
5. labor, labōris M. work
6. aestū from the heat
7. quem Acc. which (whom M. S.)
8. redieritis you will have returned
9. tantus, a, um so great, so big
10. circumeō, circumīre, circumīī or circumīvī, circumitūrus irreg. to go around
11. occurrō, occurrere, occurri, occursurus + dat. to meet, encounter

Have students review the basic patterns of Latin sentences as presented on pages 140–141 of the student’s book.

Pluperfect tense - tempus plusquamperfectum

To the perfect stem add the imperfect tense of esse. This rule works for every verb in Latin.

e.g. relinquo, relinquere, reliquī, relictus

reliqu + eram = reliqueram. etc. cf. p. 79

Irregular verbs in the pluperfect:

sum	<u>fui</u>	fueram	_____
possum	<u>potui</u>	potueram	_____
eo	<u>ii</u> / <u>ivi</u>	ieram / iueram	_____
fero	<u>tuli</u>	tuleram	_____
volō	<u>voluī</u>	volueram	_____
nolō	<u>noluī</u>	nolueram	_____

There are two possible tense names and translations which must be learned:

e. g. reliqueram = I had left behind simple pluperfect (past perfect)
I had been leaving behind progressive pluperfect

The pluperfect tense describes an action that was completed before some other past action.

The sign of the pluperfect tense is -ERA.

E. Forms:

1. Ask students to locate all four examples of the pluperfect tense in the story and to comment on the temporal relationship between the actions expressed in these verbs and those of the other verbs in the immediate context.

2. Note that the pluperfect tense is used chiefly in main clauses, relative clauses, causal clauses (examples in Exercises 24b and c), and concessive clauses (24:9). It is usually not used in temporal clauses (introduced by *postquam*, *ubi*, and *simulac*), which normally use the perfect tense in Latin although the pluperfect is common in English:

Ille, postquam haec audīvit, ē caupōnā sē praecipitāvit. (20b:10)

He, after he beard/bad beard this, rushed out of the inn.

Illustration

p. 81

Portraits from Faiyum in Egypt. Use these portraits to discuss with your students the fact that people of many ethnic backgrounds rose to positions of wealth and importance under Roman rule. Have students examine the naturalism of the portraits.

Illustration

p. 82

Discuss authenticities in this scene. Direct students' attention to the replica of the she-wolf and Romulus and Remus as well as to the depiction of Hannibal, as a nine-year-old boy from Carthage. Help students appreciate that an artist *interprets* history and is not simply showing factual information. Livy (XXI.I) describes Hamilcar as making his son swear the oath because of the Carthaginians' humiliating loss of Sicily and Sardinia in the First Punic War. Ask your students where they think the artist's sympathies lie in this representation of the scene and what they think about the father making his son swear the oath.

Roman Culture and Civilization List C over pp. 81-83

1. quaestor Roman official in charge of the grain supply or treasury official
2. Ostia seaport for Rome
3. aedile Official in charge of public buildings, games, and markets
4. praetor judge
5. Pūnīcī another Roman term for the Carthaginians (the Phoenicians)
6. Hannibal military leader of the Carthaginians in the Second Punic War
7. Publius Cornelius Scipio Africanus Roman general who scored decisive victories against the Carthaginians in Africa and hence received the cognomen (nickname) Africanus
8. Punic Wars Wars between Rome and Carthage from 264 to 146 B. C. intermittently

Grammatica Latīna:Future Perfect tense - Tempus Futurum Perfectum (Exāctum)

A. Formation:

To the perfect stem add: erō, eris, erit, erimus, eritis, *erint

This rule works for every verb in Latin including the irregular ones.

e.g. redeō, redīre, redīī (redīvī), reditūrus

redi+ erō = redierō, etc. cf. p. 84

Irregular verbs in the future perfect:

sum	<u>fui</u>	<u>fuero</u>	_____
possum	<u>potui</u>	<u>potuero</u>	_____
eō	<u>iī</u> / <u>ivī</u>	<u>ierō</u> / <u>iverō</u>	_____
volō	<u>volui</u>	<u>voluero</u>	_____
nōlō	<u>nōlui</u>	<u>nōluero</u>	_____
ferō	<u>tuli</u>	<u>tulerō</u>	_____

B. Translation:

There are two possible tense names and translations which must be memorized:

e.g. redierō = I will (shall) have returned simple future perfect

I will (shall) have been returning progressive future perfect

C. Use:

A verb in the future perfect describes an action that will have been completed before some other verb in the future begins.

N. B. In spite of the text's stating that the future perfect is often best translated into English by the present tense (which is true), in order to learn Latin well, use the literal future perfect translations initially.

In sī and ubi clauses, the future perfect must be used to indicate an action prior to the future action in the main clause.

e.g. Sī studuerimus, linguam Latīnam bene discemus.

F. P.

FUT.

If we will have studied, we will learn Latin well.

Note that the studying logically must take place before the learning well.

D. The sign of the Future Perfect tense is -ERI.

E. Forms:

Students will find no great difficulty mastering the forms of the future perfect tense, since they follow a clear pattern using the already familiar perfect stem and endings that are similar to those of the future tense of esse. Work on translating the future perfect into English:

Cum ad Portam Capēnam advēnerō, ē raedā dēscendam.

VERY
DANGEROUS
ADVICE HERE!

When I arrive at the Porta Capena, I will get down from the carriage.

rather than

When I shall have arrived at the Porta Capena, I will get down from the carriage.

Comments on the future perfect tense continued:

In some contexts, however, *will have . . .* may be appropriate, e.g.:

Ante prīmam lūcem crās discesserō.

Before dawn tomorrow I will have departed.

With the future perfect, all six tenses of Latin verbs have been introduced. Opportunity for review of verb forms will be found in the language activity book for Chapter 27 (Activity 27e) and in the student book in Review V (Exercise Ve) and Review VI (Exercise VIe). Make up your own exercises of this sort now to give students practice with all the tenses of regular and irregular verbs.

Illustration p. 87

This tapestry depicts a version of the story in the third book of Homer's *Iliad* in which Paris and Menelaus engage in a duel, with Aphrodite (Venus) rescuing Paris.

The word *tapestry* comes to us as a Latinization (*tapētum*) of a Greek word (*tapēs*, "carpet"). The word now refers to an ornamental cloth woven with wool and gold threads and telling a story.

Pliny (*Natural History*, VIII.LXXIV) tells us something about the art of weaving in antiquity:

They had embroidered robes as far aback as Homer . . . Embroidering with the needle was discovered by the Phrygians, and consequently embroidered robes are called Phrygian. Gold embroidery was also invented in Asia, by King Attalus, from whom Attalic robes got their name. Weaving different colors into a pattern was chiefly brought into vogue by Babylon, which gave its name to this process. But the fabric called damask woven with a number of threads was introduced by Alexandria, and check patterns by Gaul. Metellus Scipio counts it among the charges against Capito that Babylonian coverlets were already then sold for 800,000 sesterces, which lately cost the Emperor Nero 4,000,000.

(adapted from the translation
of H. Rackham

Greek and Roman poets described elaborate pictures and stories woven on clothing and coverlets: e.g., Jason's cloak (Apollonius' *Argonautica* III.721-767), the coverlet of Peleus and Thetis' marriage bed (Catullus LXIV), the tapestries woven by Arachne of Maeonia and Pallas Athena herself in their great contest (Ovid, *Metamorphoses* VI.70-128), and Philomela's weaving of a tapestry showing how she was wronged by Tereus, her sister's husband (Ovid, *Metamorphoses* VI.574-578).

For the history of the art of weaving tapestries in more modern times, beginning with the flourishing of the art in northern Europe (Aubusson, Paris, Arras, Tournai, and Brussels) in the fourteenth century, see the *Encyclopaedia Britannica*, "Tapestry." The illustration on page 87 of the student's book is an excellent example of eighteenth century Flemish tapestry production.

Illustration p. 88

This watercolor, which hangs in the Senate House in Albany, New York, shows the Arch of Titus as it looked in the late 1700s. The painter was one of several American artists who took a great interest in Roman subjects.

The short reign of Titus spanned the years A.D. 79-81 (see *The Oxford Classical Dictionary*, "Titus," p. 1080). Titus, described by Suetonius as *amor et dēliciae generis hūmānī*, the darling and delight of the human race (Titus 1), was a popular and benevolent ruler. He completed and dedicated the Flavian Amphitheater and built public baths:

There were some dreadful disasters during his reign, such as the eruption of Mount Vesuvius in Campania, a fire at Rome which continued three days and as many nights, and a plague the like of which had hardly ever been known before. In these many great

calamities he showed not merely the concern of an emperor, but even a father's surpassing love, now offering consolation in edicts, and now lending aid so far as his means allowed.

—Suetonius, *Titus*, VIII
(tr. J. C. Rolfe)

For a full biography of Titus, see *The Emperor Titus: A Reassessment*.

For the arch itself, see *Rome and Environs*, p. 124.

The inscription reads:

SENATVS
POPVLVSQVE ROMANVS
DIVO TITO DIVI VESPASIANI F
VESPASIANO AVGVSTO

Vocabulary List D

1. annus, ī M. year	
2. nāvīgō, -āre, -āví, -ātūrus to sail	
3. bellum, ī N. war	
4. īnsula, ae F. island	
5. imperium, īī N. empire	
6. hostis, hostis M. enemy i-stem _____	hostis hostēs N. B. Used hostis *hostium usually in hostī hostibus the plural: hostem hostes <u>HOSTES</u> hoste hostibus
7. caput, capitis N. head	
8. contrā prep. + acc. against	
9. pugnō, -āre, -āví, -ātūrus to fight	
10. exercitus army	N. B. <u>hostis</u> is a <u>national</u>
11. proelium, īī N. battle	<u>enemy</u> as opposed to <u>inimicus/a</u> , a personal <u>enemy</u> .

Text pp. 89-90

Ubi Hannibal puer novem annōrum erat, pater eius, nōmine Hamilcar, ad Hispāniam multīs cum mīlitibus nāvīgāre parābat. Multīs ante annīs Rōmānī Hamilcarem in bellō vīcerant; ab Carthāginiēnsibus īnsulas Siciliam et Sardiniam cēperant. Nunc in animō habēbat Hamilcar ad Hispāniam trānsīre et ibi imperium novum condere. In Africā manēre nōlēbat puer Hannibal, itaque patrī appropinquāvit.

"Pater, pater!" clāmāvit Hannibal. "Dūc mē tēcum ad Hispāniam! Nōlī mē in Africā cum puerīs relinquere!"

"Sed tū puer es," respondit pater, quī eō ipsō tempore ōmina ad āram cōsulere parābat. "Virī Carthāginiēnsēs, nōn puerī, hostēs Rōmānīs sunt."

"Puer non sum," inquit Hannibal. "Sī tū hostis Rōmānīs es, ego quoque Rōmānīs hostis sum."

"Sī ita cōgitās," inquit Hamilcar, "necesse tibi erit id iūre iūrando affirmāre." Manum filiī in capite victimae posuit.

Hannibal, "Ego semper hostis Rōmānīs erō," inquit. "Semper contrā Rōmānōs pugnābō. Nōn quīēscam nisi urbem Rōmam cēperō."

Itaque Hamilcar sēcum ad Hispāniam filiū Hannibalem dūxit. Multīs post annīs, ubi Hannibal dux Carthāginiēnsium erat, ingentem exercitum contrā Rōmānōs dūxit; multa et mīra perfēcit. Contrā Rōmānōs diū pugnāvit et eōs multīs in proeliīs vīcit. Numquam habuērunt Rōmānī hostem ferōciōrem.

REVIEW V: CHAPTERS 22–24

1. Review the following:
 - a. forms and uses of the dative
 - b. forms of 3rd declension adjectives of one termination
 - c. the use of adjectives as substantives
 - d. forms, meanings, and uses of all tenses of verbs, including the future, pluperfect, and future perfect
 - e. ablative of cause
2. For review of vocabulary, refer students to “Chapters 22–24: Vocabulary for Review” on pages 31–32 of the language activity book.
3. For review of forms, have students consult the charts on the following pages:
 - 134–136: cases of nouns, adjectives, and pronouns
 - 137–139: tenses of verbs
4. For review of grammatical terms and of syntax, refer students to the section titled “Building the Meaning” at the end of the student’s book. Guide students to the following sections and read and explain them carefully:
 - IV.A: tenses of verbs
 - V.B.2: dative case
 - V.B.3: ablative case
5. Exercise Vb: have students review “History II: The First and Second Punic Wars” before reading this story. Also have the students look over the vocabulary list for Exercise Vb before beginning to read the story.

Capitulum XXIVAlways Tomorrow

Simulac Titus et puerī et Eucleidēs urbem per Portam Capēnam intrāvērunt, clāmāvit Sextus, "Quid nōs prīmum faciēmus? Quō ibimus? Vīsītābimusne—?"

"Quō tū nōs dūcēs, patrue?" interpellāvit Marcus. "Vidēbimusne Cūriam et Forum? Sextus multa dē Rōmā lēgit et audīvit et nunc, patrue, omnia vidēre vult."

Titus, "Tacēte! Tacēte!" inquit. "Forum crās vīsītābimus. Crās, Eucleidēs, tibi licēbit puerōs eō dūcere. Tum erit satis temporis. Hodiē tamen, puerī, vōs domum per urbem dūcam et omnia in itinere vōbīs dēmōnstrābō."

Iam advēnerant ad Circum Maxīmum, quī nōn procul aberat. Stupuit Sextus ubi mōlem Circī Maxīmī vīdit. Marcus quoque stupuit, quamquam Circum antea vīderat. Stupuit Titus, attonitus nōn mōle, sed silentiō Circī.

"Ēheu! Ēheu!" inquit Titus. "Hodiē Circus est clausus. Tribus diēbus tamen prīnceps ipse, Titus Flāvius Vespasiānus, lūdōs magnificōs faciet."

"Nōne tū nōs eō dūcēs?" rogāvit Marcus.

"Ēheu! Ego nōn poterō vōs dūcere," inquit Titus. "Fortasse Eucleidēs vōs dūcet."

"Minimē!" respondit Sextus. "Librōs, nōn lūdōs amat Eucleidēs."

"Agite, puerī!" interpellāvit Titus. "Nunc circumībimus Montem Palātīnum et Forum intrābimus ad arcum Tiberiī. Ibi fortasse patrī tuō occurrēmus, Marce. Mox senātōrēs ē Cūriā exībunt."

Itaque Circum reliquērunt et Palātīnum circumiērunt. Titus in itinere mōnstrāvit puerīs mīra aedificia quae prīncipēs in Palātīnō aedificāverant. Tandem ad arcum Tiberiī advēnērunt, iam labōre et aestū dēfessī.

"Hic est arcus," inquit Titus, "quem—"

"Omnia vidēre poteritis crās," interpellāvit Cornēlius, quī eō ipsō tempore ad arcum ē Cūriā

advēnerat. "Cum ad Forum crās redieritis, Eucleidēs omnia vōbīs explicābit. Iam sērō est. Agite!

Iam domum ībimus."

Exercise 24b

Please read aloud and translate and underline each pluperfect verb and also label the tense of all other verbs in the sentence:

1. Eucleidēs puerōs ad urbem māne dūxerat et omnia eīs dēmōnstrābat.

2. Aurēlia laeta erat quod servī cēnam bonam iam parāverant.

3. Hodiē librum diū legēbam quem mihi herī dederās.

4. Dēfessus eram quod multās epistulās iam scrīpseram.

5. Vix domum advēnerant puerī, cum Eucleidēs in hortum intrāvit.

Exercise 24c

Substitute the corresponding pluperfect form for each verb in parentheses (all present tense), read the sentence aloud, and translate:

1. Tantum sonitum numquam antea (audimus) _____.

2. Marcus laetus erat quod patri prope Curiam (occurrit) _____.

3. Via erat plena hominum qui ad urbem (veniunt) _____.

4. Lecticarii, qui Cornelium per urbis vias (ferunt) _____, extra Curiam eum expectabant.

5. Titus, quod Circum (invenit) _____ clausum, pueros domum ducebat.

6. Sextus, ubi ad urbem advenit, laetus erat quod numquam antea in urbe Roma (est) _____.

7. Arcus, quem Tiberius (aedificat) _____, erat ingens.

8. Senatores iam in Curia (exeunt) _____, cum pueri ad Forum advenerunt.

9. Marcus multa aedificia quae iam (videt) _____, iterum visitabat.

10. Sextus, quod multa de Roma (audit) _____ et (legit) _____, omnia videre volebat.

Exercise 24d Read aloud and translate:

1. Sī baculum coniēceris, canēs ferōciter lātrābunt.

2. Cum ad Portam Capēnam advēnerimus, ē raedā dēscendēmus.

3. Sī equī raedam ē fossā extrāxerint, Cornēliī ad urbem iter facere poterunt.

4. Nisi caupō alium lectum in cubiculum mōverit, Aurēlia ibi dormīre nōlet.

5. Crās puerī, cum surrēxerint, strepitum plaustrōrum audient.

6. Eucleidēs et puerī, ubi Circum reliquērunt et Palātīnum circumiērunt, Forum intrāvērunt.

7. Cum ad arcum Tiberī advēnerint, Cornēliō occurrent.

8. Crās puerī dēfessī erunt, sī omnia aedificia in forō vīsītāverint.

9. Aurēlia et Cornēlia, cum domum advēnerint, sē quiētī dabunt.

10. Aurēlia et Cornēlia, cum ē lectīs surrēxerint, lānam trahent.

Exercise 24e

Using the sentences in Exercise 24d and the charts of pluperfect and future perfect forms as guides, give the Latin for:

1. The boys had already thrown the stick.

2. We had already arrived at the Porta Capena.

3. The horses had not yet dragged the carriage out of the ditch.

4. Unless you move (will have moved) another bed into the bedroom, we will not be willing to sleep here.

5. Tomorrow when you get up (will have gotten up), Sextus, you will hear the noise of wagons.

6. Eucleides and the boys had already left the Circus and had gone around the Palatine.

7. When we arrive (will have arrived) at the arch of Tiberius, we will meet Cornelius.

8. Yesterday the boys had visited all the buildings in the forum. At night they were tired from (because of) their exertion (labor/work) and the heat.

9. Aurelia and Cornelia had already rested.

10. What will you do when you get up (will have gotten up), Aurelia and Cornelia?

Exercise 24e

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6. Eucleides and the boys had already left the Circus and had gone around the Palatine.

7. When we arrive (will have arrived) at the arch of Tiberius, we will meet Cornelius.

8. Yesterday the boys had visited all the buildings in the forum. At night they were tired from (because of) their exertion (labor/work) and the heat.

9. Aurelia and Cornelia had already rested.

10. What will you do when you get up (will have gotten up), Aurelia and Cornelia?

Actīvumsalūtō

I greet simple present
 I do greet emphatic present
 I am greeting progressive present

salūtābō

I will (shall) greet simp. fut.
 I will (shall) be greeting prog. f.

salūtābam

I was greeting progressive past
 I used to greet customary past
 I greeted simple past
 I did greet emph. past (neg./int.)
 I would greet
 I kept (on) greeting repeated past

salūtāvī

I greeted simple past
 I have greeted simp. pres. perf.
 I did greet emphatic past
 I have been greeting prog. pres. perf.

salūtāveram

I had greeted simple pluperfect
 I had been greeting prog. pluperfect

salūtāverō

I will (shall) have greeted
 simple future perf.
 I will (shall) have been greeting
 prog. future perf.

Passīvumsalūtor

I am greeted simp. pres. ss.
 I am being greeted prog. pres. pass

salūtābor

I will (shall) be greeted fut. pass

salūtābar

I was being greeted prog. past pass
 I used to be greeted cust. past pass
 I was greeted simp. past pass
 I would be greeted
 I kept on being greeted rep. past pass

salūtātus sum

I was greeted simple past pass
 I have been greeted pres. perf. pass

salūtātus eram

I had been greeted pluperfect passiv

salūtātus erō

I will (shall) have been greeted
 future perf. pass

MODUS CONIUNCTIVUSsalūtem

I greet
 I do greet
 I am greeting
 I will (shall) greet
 I will (shall) be greeting
 *I may greet
 *I may be greeting

salūtārem

all trans. possible for the indicative
plus
 *I might greet
 *I would greet

salūtāverim

all trans. possible for the ind. plus
 I may have greeted

salūtāvissem

all trans. possible for the ind. plus
 *I might have greeted
 *I would have greeted

salūter

that I am (be) greeted
 that I am being greeted
 I will (shall) be greeted

*I may be greeted

salūtārer

all trans. possible for the indicative
plus
 *I might be greeted
 *I would be greeted

salūtātus sim

all trans. possible for the ind. plus
 *I may have been greeted

salūtātus essem

all trans. possible for the ind. plus
 *I might have been greeted
 *I would have been greeted

Present System

Amo, amāre

Present	Imperfect	Future
1. ā	1. ābā	1. bi
2. ē	2. ēbā	2. bi
3. i	3. ēbā	3. ē
4. ī	3 ^o & 4. ēbā	3 ^o & 4. iē

Perfect System

Amāvī, amātus

Perfect + Perf. Stem	Pluperfect + Perf. Stem	Future Perfect + Perf. Stem
ī	eram	erō
isti	erās	eris
it	erat	erit
imus	erāmus	erimus
istis	erātis	eritis
erunt	erant	erint

7-1-d

Capitulum 2

Present system

amō a mā/vē

Pres.

1. ā

2. ē

3. i

4. ī

Imperf.
1. ā bā

2. ē bā

3. ē bā

3. iō + ī ē bā

Fut.

1 + 2 bī

3 ē

3. iō + ī ē

Perfect system

amā vte

Perf.

perfectum +

ī

istī

it

imus

istis

erunt

amātus

Plup.

perfectum +

eram

erās

etc.

F. P.

perfectum +

erō

eris

erit etc.