

CHAPTER
29

GOING TO THE MARKET

Objectives

- to introduce passive verb forms in the story, preparatory to further study in Chapter 30
- to continue study and practice of relative pronouns
- to differentiate between important Latin words that begin with qu-
- to present the forms of interrogative pronouns and indefinite adjectives
- to continue study of prefixes and compound verbs

The Story

1. Have students identify the relative pronouns *quae* (5), (6), *qui* (7), (10), *quorum* (8), *quō* (12), *quam* (14), and *quā* (15) and require them to explain its gender and number (dependent on its antecedent) and case (dependent on its use in its own clause).
2. Some forms of verbs that appear in this reading will not receive formal grammatical treatment until Chapter 30. These include: the three passive forms: *ferēbantur* (2); *portābantur* (3); and *portātur* (5), (7); and the vivid or historic present used in the second and third paragraphs, (lines 5-12). Actually, students encountered the vivid or historic present in Chapter 13 (lines 10-16). Do not provide explanations for any of these forms at this time.

Lectio:

Cornēlia summā celeritatē sē parāvit. Brevī tempore māter et fīlia ā servīs

per urbem ferēbantur. In viīs erat ingēns multitudō hominum. Concursābant enim servī, mīlitēs, virī, puerī, mulierēs. Onera ingentia ā servīs portābantur, nam interdiū nihil intrā urbem vehiculō portātur.

Omnia quae videt Cornēlia eam dēlectant. Nunc cōspicit poētā versūs recitantem, nunc mendicōs pecūniam petentēs, nunc lectīcam ēlegantissimā quae ab octō servīs portātur. In eā recumbit homō obesus quī librum legit.

3. Have students deduce *versus* (5), *recitāns* (5), and *flamma* (6).

4. Note the following structures:

a. Anaphora: *Nunc cōspicit poētā... nunc mendicōs... nunc lectīcam...* (5-6)

b. List: *servi, mīlitēs, virī, puerī, mulierēs.* (2-3)

c. Participial phrases (active):

... *poētā versūs recitantem*.... (5)

... *mendicōs pecūniam petentēs*.... (6)

... *servōs per viam festinantēs*.... (8)

... *īrā commōtus*.... (11)

5. The first superlative form encountered in the course is *ēlegantissimā* (6). Comparative and superlative forms of adjectives will be introduced formally in Chapter 34.

6. Note the interrogative pronoun: *Sed quid accidit?* (16). The forms of this pronoun may be compared with those of the relative pronoun (Chapter 28, page 4).

7. Note the intensive *ipso* (9), *ipsius* (16), whose full declension will appear in Chapter 31, page 36.

8. Note the partitive expressed with the genitive case: *quōrum alter* (8); and with *ex* (or *ē*) + ablative with numbers: *ūnus ē libertīs* (15).

9. Draw attention to uses of the ablative case: means or instrument (4), agent (3) and (6), time when (9), and cause (12). Full discussion of the ablative case with the passive voice should be left to the next chapters.

10. The Emperor's freedman—*libertus* (15)—is one of a class of freed slaves employed by the emperors in the civil service. Under Claudius, some such men gained great wealth and power and came to be despised for their arrogance. Under Nero and subsequent emperors their power was greatly reduced.

Subitō Cornēlia duōs servōs per viam festīnantēs cōspicit, quōrum alter porcum parvulum portat. Eō ipsō tempore ē manibus effugit porcus. "Cavēte!" exclāmant adstantēs, sed frūstrā. Homō quīdam, quī per viam celeriter currit, porcum vitāre nōn potest. Ad terram cadit. Paulisper in lutō iacet gemēs. Deinde irā commōtus servum petit ā quō porcus aufūgit. Est rixa.

Fīnem rixae nōn vidit Cornēlia quod servī iam sellās in aliam viam tulerant.

Tandem advēnērunt ad eam tabernam quam petēbant. Dē sellīs dēscendērunt. Tum Aurēlia, "Vīdistīne," inquit, "illam lectīcam in quā recumbēbat homō obēsus? Ūnus ē libertīs

Caesaris ipsius--Sed quid accidit? Fūmum videō et flammās."

Vocabulary List XXIXA

1. summā celeritātē with the greatest speed
2. ā servīs ferēbantur were (being) carried by slaves
3. concursō, -āre, -āvī, -ātus to run to and fro, to run about
4. portātur is (being) carried
5. dēlectō, -āre, -āvī, -ātus to delight, amuse (delectable)
6. versus, ūs M. verse
7. recitāns reciting
8. mendīcus, ī M. beggar (mendicant)
9. ēlegantissimus, a, um most elegant, very elegant
10. recumbō, recumbere, recubūī,----- to recline, to lie down (recumbent)

Vocabulary List XXIXB

- | | | |
|---|----------|---------|
| 1. adstantēs, adstantium M. pl. bystanders | | |
| 2. rixa, ae F. quarrel | fīnis | fīnēs |
| 3. fīnis, fīnis M. end, finish i-stem because _____ | fīnis | fīnium |
| 4. libertus, ī M. freedman | fīnī | fīnibus |
| 5. fūmus, ī M. smoke (fumigate) | fīnem | fīnēs |
| 6. grunniō, grunniere to grunt | fīne (ī) | fīnibus |
| 7. aufugiō, aufugere, aufūgī, _____ to run away, to escape | | |
| 8. ēripiō, eripere, eripuī, ereptus to snatch from | | |
| 9. Homīnēs id quod volunt crēdunt. Men believe what they want to. (Julius Caesar) | | |

Map p. 12

The Forum Boarium was located between the west end of the Circus Maximus and the Tiber River. When discussing the location of markets in Ancient Rome, also help students to picture the chaotic and crowded nature of these markets, the profusion of wares, the variety of human traffic, the noise, the congestion, the stalls, booths, small tables and stands set out everywhere.

Sententiae to Accompany the Grammar p. 12

The sententiae illustrate uses of the relative pronoun. The first example shows a relative pronoun with a noun (cōnsilium) as its antecedent. The second has a pronoun (id) as its antecedent. In the third example, there is no stated antecedent; the pronoun is, "he," could be supplied. Students should become aware that antecedents are often not expressed in Latin.

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Exercises on the Grammar pp. 12-13

1. In no. 2, Exercise 29c, note the passive participial phrase, *multis rebus sollicita*.
2. In no. 5, Exercise 29c, *grunnire* is to be deduced. The word is onomatopoeic.

Language Activity Book p. 5

Activity 29a provides important practice in the use of the relative pronoun and also illustrates the point that relative clauses are statements or sentences subordinated within another statement or sentence. The exercise requires students to pay careful attention to the rules governing the gender, case, and number of the relative pronoun.

Successful completion of this exercise requires that the students be able to translate the two given sentences, decide how to combine them, figure out the use of the pronoun to determine the case, recognize the antecedent, remember that number and gender are determined by the antecedent, and then recall the correct form of the relative pronoun.

GRAMMATICA LATĪNA

A. The Indefinite Adjective (pronoun) quīdam certain (sing.); some (pl.)

	quīdam	quaedam	quiddam pron.	quīdam	quaedam	quaedam
adj. certain			quoddam adj.	some		
pron. certain one				some		
cuius						
of certain						
of a certain one			ETC.			

B. Interrogative Adjective quī, quae, quod

The forms of the interrogative adjective are the SAME FORMS AS THOSE OF THE RELATIVE PRONOUN what, which

quī	quae	quod	quī	quae	quae	
what	what	what	what	what	what	See examples on p. 14 in text
which	which	which	which	which	which	

ETC.

Exercise on the interrogative adjective

Give the correct form of the interrogative adjective (what, which) for the following sentences:

1. _____ porcōs emere vīs, Emma?
2. _____ mendicō pecūniam dedistī, Marce?
3. _____ poetārum versūs recitāre vultis, puellae?
4. _____ culīnam intrāvistis, servi?
5. _____ versūs tē dēlectant, mī magister?
6. Ā _____ servis porcī grunnientēs ferēbantur?

- C. Interrogative pronouns quis, quid? Who? what?
 Since the interrogative pronoun has the same form in the masculine and feminine singular, please use the 25 form set-up rather than the 30.

SINGULAR			PLURAL	
M. + F.	N.	M.	F.	N.
quis?	quid?	quī	quae	quae
who?	what?	who?	who?	what (things)?
cuius	cuius	quōrum	quārum	quōrum
whose	of what	whose	whose	of what (things)
of whom		of whom	of whom	
cui	cui	quibus	quibus	quibus
to/for whom	to/for what	to/for whom	to/for whom	to/for what (things)
quem	quid	quōs	quās	quae
whom	what	whom	whom	what (things)
quō	quō	quibus	quibus	quibus
by/ with/ from	by what	whom	whom	what (things)
whom				

Vocabulary List C for pp. 16-19

1. mēsa, ae F. table
2. vestibulum, ī N. entrance
3. āla, ae F. alcove, wing
4. andrōn, andrōnis M. passage, corridor, hall way
5. rumpō, rumpere, rūpī, ruptus to burst
6. reddō, reddere, reddidī, redditus to give back (return)
7. triclinium, īī N. dining room

PREFIXES

Term to be memorized: ASSIMILATION: The changing of final consonants of certain prefixes to the consonant that follow them:

e. g. afferō (ad + ferō)

Concepts:

1. The prefixes ad, con, dis, ex, in, and sub are susceptible to the laws of assimilation.
 e. g. effugiō (ex + fugiō)
2. The prefixes in + con become im and com before b or p.
 importō (in + portō) combibō (con + bibō)
3. The prefix ab becomes au before f. e. g. aufugiō (ab + fugiō) auferō (ab + ferō)
4. Some verbs undergo vowel changes when a prefix is added.
 a - i faciō perficiō
 e - i teneō obtineō
 au- u claudō includō
5. Some verbs change conjugation when a prefix is added
 e. g. dō, dare - reddō, reddere

COMPOUND VERBS for chapter 29

New compound verbs appear in this grammar note and in the accompanying exercises. Some of them will appear later in the student's book, and some will not. It is not necessary that students learn all of the words presented here at this time. They should, however, develop skill in deducing the meaning of the compound word from the meanings of the prefix and the base. Sometimes (particularly with *sub-*) this may require some thought, imagination, and attention to context. For convenience, we list here all of the compound words that occur in this section, with their meanings.

accipere (ad + capiō), to take to oneself, to receive
accurrere (ad + currō), to run towards, up to
addere (ad + dō), to add
adducere (ad + dūcō), to lead on, to bring
afferre (ad + ferō), to bring, to bring to, to bring in
appōnere (ad + pōnō), to put or place near
apportāre (ad + portō), to bring
arripere (ad + rapiō), to seize, to snatch
auferre (ab + ferō), to carry away, to take away
aufugere (ab + fugiō), to run away, to escape
commovēre (con + moveō), to move, to upset
compōnere (con + pōnō), to compose
conicere (con + iaciō) to throw (emphatic), to guess
cōnsidere (con + sedeō), to sit down
continēre (con + teneō), to hold together, to contain

dēcidere (dē + cadō), to fall down
differre (dis + ferō), to carry apart, in different directions, to put off, to differ
effugere (ex + fugiō), to run away, to escape
ēripere (ē + rapiō), to snatch from, to rescue
excipere (ex + capiō), to welcome
exclūdere (ex + claudō), to shut out
immittere (in + mittō), to send in, to hurl at, to hurl into, to let loose, to release
impōnere (in + pōnō), to place in or on, to put
importāre (in + portō), to bring in, to bring about
inclūdere (in + claudō), to shut in
irrupere (in + rumpō), to burst in, to attack
perficere (per + faciō), to do thoroughly, to accomplish
reddere (red + dare), to give back
reficere (re + faciō), to repair
repetere (re + petō), to pick up, to fetch, to recover
retinēre (re + teneō), to hold back, to keep
succurrere (sub + currō), to run under or to, to come to someone's aid, to come to mind
surripere (sub + rapiō), to snatch (from) under, to steal
trādere (trā + dō), to hand over

2. Stress the fact that *auferō* comes from *ab-* + *ferō*. Ask students to try to construct the other principal parts of this verb (*auferre*, *abstulī*, *ablātus*); note that *ab-* is used when the verb no longer begins with *f* and that *abs-* is used before the *t* in the 3rd principal part. Students will meet *abstulit* in Exercise 29g:7.

RHETORICAL FIGURES

Rhetorical (from "rhetoric," the study of oratory or persuasive speaking) figures are common in every language but particularly prominent in Latin. Their use adds emphasis and color to an individual style. Following are some basic rhetorical devices which you should learn to recognize. Examples are below.

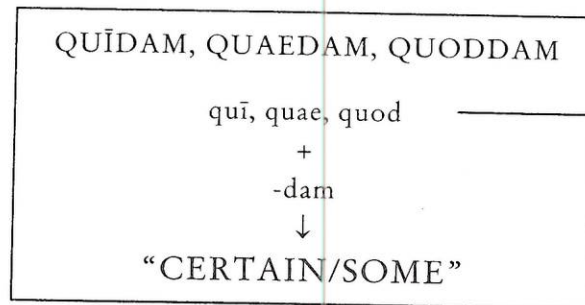
1. Asyndeton - the omission of conjunctions to achieve a rapid staccato-like narration
2. Polysyndeton- the repetition of conjunctions in close succession to achieve a smooth-flowing effect
3. Ellipsis - omission of a word or words necessary to complete the sense of a phrase or sentence
4. Alliteration - repetition of the same consonantal sound at the beginning of consecutive words or of words near one another
5. Anaphora - the repetition of the initial word in successive phrases
6. Hyperbaton- transposition of words from their usual order to achieve emphasis as is:
"Crashed the waves against the shore"

1. Concursābant enim servī, mīlitēs, virī, puerī, mulierēs.
Vēnī, vīdī, vīcī.
2. Ego certē Forum et Cūriam et senātōrēs vidēre volō.
3. Cui Aurēlia (inquit), "Pater tuus amīcōs quōsdam..."
4. Cornēlia iam ad id aedificium summā celeritātē currēbat cum Aurēliā eī clāmavit, "Cavē, Cornēlia!"
5. Nunc cōspicit poētā versūs recitantem, nunc mendīcōs pecūniam petentēs, nunc lectīcam elegantissimā...
6. Fūmum vidēo et flammās. (not Fūmum et flammās vidēo or
Vidēo fūmum et flammās)
Nōne tū fīlius es senātōris?

STYLE

1. Inverted sentence - the verb precedes the subject
Conspexerat Aurēlia ingentem īnsulam...
2. Interrupted sentence - a phrase or subordinate clause is given directly after the subject or introductory words.
Puerī, labōre diēī dēfessī, simulac cubitum īvērunt, obdormīvērunt.
Meum patrem, quod est senātor Rōmānus, praedōnēs timent.

QUĪDAM, QUAEDAM, QUODDAM

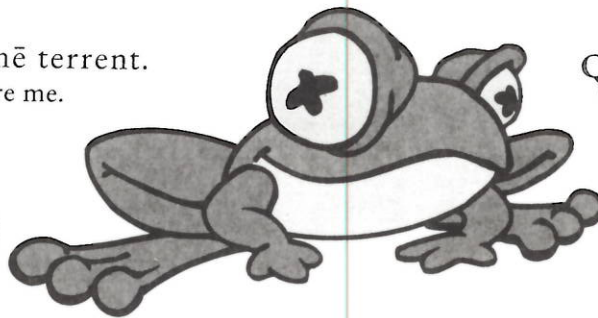


*When the form of quī, quae, quod ends in -m...

-M → -N
before -dam.

quem → quendam

Quaedam animālia mē terrent.
Some animals scare me.



Quīdam rānās timent.
Some people fear frogs.



Quandam rānam invēnī.
I found *a certain* frog.

Rāna **quibusdam** inimīca est.
The frog is hostile *to certain people*.

QUĪDAM, QUAEDAM, QUODDAM (CERTAIN, SOME)						
	SINGULAR			PLURAL		
	<u>Masculine</u>	<u>Feminine</u>	<u>Neuter</u>	<u>Masculine</u>	<u>Feminine</u>	<u>Neuter</u>
<i>Nom.</i>	quīdam	quaedam	quoddam	quīdam	quaedam	quaedam
<i>Gen.</i>	cuiusdam	cuiusdam	cuiusdam	quōrundam*	quārundam*	quōrundam*
<i>Dat.</i>	cuidam	cuidam	cuidam	quibusdam	quibusdam	quibusdam
<i>Acc.</i>	quendam*	quandam*	quoddam	quōsdam	quāsdam	quaedam
<i>Abl.</i>	quōdam	quādam	quōdam	quibusdam	quibusdam	quibusdam

