

Chapter 14

Et factum est mihi Verbum
Tuum in gaudium.

Subjunctive Mood; Purpose Clauses; *A Time of New Teaching at the Sea of Galilee*

I. Grammar

A. Subjunctive Mood. You have learned two of the moods for verbs, to this point: indicative and imperative. The third mood is the **subjunctive mood**. Its name comes from the Latin words **sub + iungo**, *join beneath*. If you recall, the indicative mood indicates a statement or question of fact. The imperative mood gives a command. And the subjunctive mood represents an idea merely in the mind, which may be a wish, a desire, or a condition, and is sometimes called *the mood of unreality*. It has many translations,

Indicative: (STATEMENT OR QUESTION OF FACT)

John drove his car. Did he enjoy the trip?

Imperative: (COMMAND) *Jim, drive home now please.*

Subjunctive: (CONDITIONAL STATEMENT)

*We may come home, we should come home, if we come home,
we will rest. Let us come home.*

and more will be given in lessons following this one, but here is a little chart for you to look at which will give you the basic sense of this mood.

1. Paradigm. Put each verb on the page it belongs to in the "Conjugations" section: the first conjugation verb on the page titled First Conjugation Verbs, second on the page titled Second Conjugation Verbs, and so on.

Present Tense, Subjunctive Mood, <u>Active</u> Voice:				
First	Second	Third	Fourth	Third IO
1. amem	videam	regam	inveniam	capiam
2. ames	videas	regas	invenias	capias
3. amet	videat	regat	inveniat	capiat
1. amemus	videamus	regamus	inveniamus	capiamus
2. ametis	videatis	regatis	inveniat	capiatis
3. ament	videant	regant	inveniant	capiant
Present Tense, Subjunctive Mood, <u>Passive</u> Voice:				
1. amer	videar	regar	inveniar	capiar
2. ameris	videaris	regaris	inveniaris	capiaris
3. ametur	videatur	regatur	inveniat	capiatur
1. amemur	videamur	regamur	inveniamur	capiamur
2. amemini	videamini	regamini	inveniamini	capiamini
3. amentur	videantur	regantur	inveniantur	capiantur

2. Rules for forming the Present Subjunctive:

First conjugation: Change the vowel of the present stem ending to "e", and add personal endings. (for example, **am** + **e** + **t**)

Second and Fourth conjugations, and Third IO: Use the present stem plus "a" and the regular personal endings. (ex., **vide** + **a** + **t**, **audi** + **a** + **t**)

Third conjugation: Use the present stem plus "a" and the personal endings. (ex., **reg** + **a** + **t**)

A mnemonic device used by many Latin students is this one: "We fear a liar". The vowels in each word of that sentence help you remember which ones are used in each conjugation: **e**, **ea**, **a**, **ia**, for the first, second, third, and fourth/third IO, in that order. Be sure you remember to which conjugation a verb belongs, or you may not recognize that **regat** is in the subjunctive mood, while **rogat** is in the indicative mood.

B. Purpose Clauses. A purpose clause is a subordinate clause (not part of the main clause) which tells the purpose for the action of the main clause. An example is, "We study Latin *in order that we understand the English language better*." You could also say, "We study Latin *for the purpose of understanding the English language better*" or "We study Latin *to understand the English language better*." The main verb is in the indicative mood, but the purpose clause is put into the subjunctive mood. This usage is different from the complementary infinitive because the second verb does not complete the first verb; it actually tells the purpose for which the first action is taken.

NOTA BENE: The subjunctive mood is not used often in English, but you may have noticed it in sentences such as this one: "If I were a rich man, I would help others by creating jobs for them." We use "were" instead of "was" to show that it is in the subjunctive mood.

**"If I were a rich man",
from Fiddler on the Roof**

1. Use the conjunction *ut* to introduce a positive purpose clause. Look at these sentences and notice the different possible translations:

Ad ducem stat **ut** eum **audiat**.

He is standing near the leader in order that he may hear him.

...so that he may hear him.

...that he may hear him.

...to hear him.

...in order to hear him.

Magna cum voce dicit **ut** **audiatur**.

He speaks with a loud voice in order that he may be heard.

...so that he may be heard.

...that he may be heard.

...to be heard.

...in order to be heard.

2. Use the conjunction **ne** to introduce a negative purpose clause.

Tradit **ne** capiatur.

He surrenders in order not to be captured.

.so he won't be captured.

...lest he be captured.

Equus ambulat **ne** cadat.

The horse walks in order not to fall.

- so he won't fall.

...lest he fall.

II. Vocabulary

English Derivatives

Put the feminine nouns on pink cards with black ink (3), and the masculine on blue cards with black ink (3). The adjectives go on green cards with black ink (2). The adverb goes on a white cards with orange ink (1) and the conjunction on a white card as well with purple ink (1). There are six verbs; put them on white cards with blue ink. Total cards needed: 16.

Adjectives

necessa'rius, necessa'ria, necessa'rium, *necessary*

tranquil'liis, tranquil'la, tranquil'lium, *peaceful, still* (tranquility)

Adverb

plā'cide, *peacefully* (placid, placidly)

Conjunction

qua'si, *as if, just as if* (Quasi may also be used as an adverb.)

Nouns

***fa'mes, fa'mis**, III, f., *hunger* (famine)

lassitū'do, lassitū'dinis, III, f., *weariness* (lassitude)

sell'a, sel'lae, I, f., *chair*

soci'tus, so'ci, II, m., *ally, friend, associate, comrade* (associate, sociable)

ven'tus, ven'ti, II, m., *wind* (ventilate)

vī'cus, vī'ci, II, m., *village*

Verbs

FIRST CONJUGATION VERB

tur'bo, turba're, turba'vi, turba'tus, I, *throw into confusion, (disturb)*
disturb, agitate

THIRD AND THIRD-IO CONJUGATION VERBS

ce'do, ce'dere, ces'si, ces'sus, III, *move, yield, give way* (cede)

conten'do, conten'dere, conten'di, conten'tus, III, *strive, struggle, hasten* (contend)

excip'io, excip'ere, excē'pi, excep'tus, III-io, *welcome*

inten'do, inten'dere, inten'di, inten'tus, III, *stretch, stretch out, extend*

procē'do, procē'dere, proces'si, proces'sus, III, *intransitive, go forward, proceed, advance* (proceed, procession)

NOTA BENE: There are many derivatives from **cedo**. Be sure you know the meanings of *proceed, exceed, intercede, cease, cessation, antecedent, cede, precede*, and many more.

III. Exercises

A. Conjugate each of these verbs in the active and passive voices, subjunctive mood, present tense: **turbo, maneo, surgo, convenio, iacio.**

B. Translate only the italicized words, which are purpose clauses.

1. I am writing this *so you may see*.
2. He is reporting the message *so the leader may know*.
3. She is coming *to hear the leader*.
4. We are sending help to you *so that you don't suffer*.
5. He is being chosen *to build the tower*.
6. We obey God *to live happy lives*.
7. You proceed *in order to overcome*.
8. Chuza quickly runs to the house *to find Jesus*.
9. Come away to a quiet place *to find some relaxation*.
10. They profess to be wise *lest everyone learn of their madness*.¹

C. Translate each sentence three times, using each verb separately; mark if your teacher requires you to do so.

1. Monet nos ut moveamus/ procedamus/ putemus.
2. Te mitto ut labores/ discas/ eos capias.
3. Homines defendimus ut comprehendant/ dent/ nos auscultent.
4. Clamo ut audiat/ veniat/ honoretur.
5. Eum monet ne saxum iaciat/ moveat/ tangat.

D. Translate each sentence three times, using each verb separately.

1. I am being sent to fight/ to feel/ to sail.
2. They are being sent to join together/ to display/ to lift up.
3. We advise him to forgive/ to return/ to love.
4. The servants work to honor God/ to be given a reward/ to find the boy.
5. We go forth to sing praises/ to help children/ to praise the Lord.

E. Translate.

1. Defendimus nostras sorores ut adiuventur.
2. Illa parvos pueros docet ut discant.
3. Agricolaes oves non vocant ne eae turbentur.
4. Ante carrum ambulamus ut procedamus celeriter.
5. Ausculto Dei Verbum ut bona faciam.
6. Angeli nos circumdant ut nos adiuvent.
7. Quomodo illam pulcherrimam fabulam scripsit?
8. Magna cum diligentia patres matresque suorum liberorum causa laborant.
9. Angeli Deo serviunt ut honorem Ei demonstrent.
10. Adulescentes qui studiosi sunt a magistro suo veram doctrinam docebuntur.

IV. Reading Lesson

Tempus Nove Doctrinae ad Mare Galilaeae

¶ Prima luce, multis diebus postea, omnes amici et multitudo cum Tesu et discipulis ad Lacum Galilaeae² convenerunt. Iesus docere constituit, et multitudo, cupida Eius auscultandi, crevit. In navigium descendit ubi Iacobus et Ioannes erant et sedens, docere incepit.

Pascha Iudaeorum erat prope; dies erat iucundissimus. Multitudo discere a Iesu voluit. Itaque multas parabolas huic multitudini Iesus docuit.

Vespere Iesus filios Zebedaei (*of Zebedee*) navigium ad alteram partem (*side*) lacus navigare iussit. Iesus, defessus, dormire incepit. Alii navigium movens trans lacum observaverunt. Sedentes in alio navigio erant Fidelius et Chuza. Tempestatem venientem non observaverant. Tempestates magnae saepe ad Mare Galilaeae venerunt.

¹ Use plural subject and verb, e. g., **omnes**, *all*.

² The Sea of Galilee is actually a lake. It is the largest freshwater lake in Israel.

Ob Suam lassitudinem et famem, Iesus dormiebat in constrato navigi dum caela nigra facta sunt (*became*). Ferus ventus ululans super mare tremulum, per montes involabat. Fluctus surrexerunt et ceciderunt in (*against*) navigium. Magna tempestas furere incepit. Alba spuma omnium pedes lavit. Periculum crevit dum navigia aqua completa sunt. Alia navigia ad litus redierunt sed illi in illo navigio magno cum metu spectaverunt.

Discipuli in navigio timore mortis territi sunt. Quomodo eorum Dominus dormire poterat dum contra mare ferum contenderunt? Timore exclamaverunt dum ad Eum ad constratum navigi titubaverunt.

“Domine, serva nos! Nos perituros esse cogitas-ne?” clamaverunt.

Respondit Iesus, “Cur timetis, O homines parvae fidei?”

Tunc surrexit. Placide in tempestate magna stetit; intendit manum Suam. Tempestatem, quasi ea esset (*were*) homo, iussit, dicens, “Pax! Es (*Be*) tranquilla!”

Ventus cessavit, et erat tranquillus.

Tum discipuli maxime timebant, et inter se dixerunt, “Quod genus hominis est Hic? Etiam ventus et mare Ei serviunt.”

Mox vela dederunt, et trans lacum navigabant iterum.

Recognition Vocabulary

auscultan'di, *of hearing*
ces'so, -a're, -a'vi, -a'tus, *stop*
docen'di, *of teaching*
es, *Be!*
excla'mo, -a're, -a'vi, -a'tus, *cry out*
fac'ta sunt, *became*
fu'rere, *to rage*
invo'lo, -a're, -a'vi, -a'tus, *swoop down*

la'vo, -a're, -a'vi, -a'tus, *wash*
metus, **metūs**, m., *anxiety*
parā'bolas, acc.pl., *parables*
Pas'cha, *The Passover*
peritu'ros esse, *to be about to perish*
redi'erunt, *returned*
spū'ma, **spū'mae**, f., *foam*
tre'mulus, -a, -um, *trembling*
ū'lulans, *howling*
Zebedae'us, -i, m., *Zebedee*

Responde Latine.

1. Qui Iesum docentem auscultabant? 2. Cur discipuli timebant? 3. Quid Iesus tempestati dixit?

V. Supplementary Bible Reading - Matthew 8:23-34; Mark 4:35-40; Luke 8:22-25.



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"Pax! Es tranquilla!"



Jesus teaching at the Sea of Galilee