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Standards 1.1, 1.2, 3.1, 3.2, 4.1, 5.1

▶ EXERCISE 3 ANSWERS

1. possem
2. essēs
3. possētis
4. essēmus
5. posset
6. possent
7. essētis
8. essem
9. esset
10. possēs
11. possēmus

TEACHER BY THE WAY

The imagined scene is anachronistic since the full-blown Gothic architecture with its pointed arches and large glass windows was developed after Heloise's lifetime. Teachers may ask the students to contrast the Gothic architecture of this illustration with the Romanesque architecture of Thoronet Abbey on p. 42.

ORAL EXERCISE 2

This exercise may be used anytime after purpose clauses have been presented.

The teacher should use the preferred CPO to show a pair of verbs or phrases. Then groups of two students should perform the following exercise. Student 1 commands Student 2 using the singular imperative of the verb in the left column. Student 2 asks *Cūr dēbeō . . .* adding the infinitive of the verb in the left column. Student 1 replies, using a purpose clause in which the verb in the right column is used in the second person and in the subjunctive mood.

Example

legō (right column)

Student 1: Lege!

Student 2: Cūr legere dēbeō?

discō (left column)

Student 1: Legere dēbēs ut discās.

The teacher may then add another step (using the same two verbs) to change the purpose construction to the past tense and secondary sequence.

Example

Student 1: Vidēbam tē legere. Cūr hoc faciēbās?

Student 2: Legēbam ut discerem.

1. **comedō**

   Student 1: Comede!

   Student 2: Cūr comedere dēbeō?

   Student 1: Vidēbam tē comedere. Cūr hoc faciēbās?

   vīvō

   Student 1: Comedere dēbēs ut vīvās.

   Student 2: Comedēbam ut vīverem.

2. **currō**

Student 1: Curre!

Student 2: Cūr currere dēbeō?

Student 1: Vidēbam tē currere. Cūr hoc faciēbās?

bene valeō

Student 1: Currere dēbēs ut bene valeās.

Student 2: Currēbam ut bene valērem.

3. **exclāmō**

Student 1: Exclāmā!

Student 2: Cūr exclāmāre dēbeō?

Student 1: Vidēbam tē exclāmāre. Cūr hoc faciēbās?

omnēs audiunt

Student 1: Exclāmāre dēbēs ut omnēs audiant.

Student 2: Exclāmābam ut omnēs audīrent.

4. **fugiō**

Student 1: Fuge!

Student 2: Cūr fugere dēbeō?

Student 1: Vidēbam tē fugere. Cūr hoc faciēbās?

servor

Student 1: Fugere dēbēs ut servēris.

Student 2: Fugiēbam ut servārer.

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Oral Exercise 2; Workbook Exercises 3, 4

TEACHER BY THE WAY

Ut with the indicative often introduces a temporal clause showing two actions taking place at the same time or contemporaneously.

TEACHER BY THE WAY

The perfect tense, if it denotes an action just finished and not one fully completed in the somewhat earlier past, sometimes functions as a primary tense. For example, "I have come" would be an example of this sort of perfect, but "I came" would not be. In the chart on p. 41, under Primary Tense Verb, sometimes the perfect tense denoting action just completed occurs.

ANSWER TO THE QUESTION POSED ON P. 41

Find one more purpose clause in the Latin reading passage at the beginning of the chapter. Explain whether it is positive or negative and whether a present or an imperfect subjunctive is used in it.

Avunculus īrā est correptus et hominēs improbōs mīsit ut tē vulnerārent.

"My uncle was seized by anger and sent wicked people in order to wound you."

Ut vulnerārent is a positive purpose clause; the subjunctive is imperfect because the form *mīsit* in the main clause is in the perfect tense.