

# Grammatica: Unit 8

## Verbs

### Subjunctive (Review)

Latin has three moods: **indicative**, **imperative**, and **subjunctive**. As you learned in [Unit 1](#), the indicative expresses a fact, and the imperative expresses a direct command.

In this Unit we will continue to learn about the [subjunctive](#). The subjunctive expresses a verbal idea that is hypothetical, ideal, or conditional. There are four tenses of the subjunctive. You have already learned two in [Unit 7](#) (Present and Imperfect). In this Unit you will learn the remaining two: Perfect and Pluperfect.

Perfect and Pluperfect subjunctives belong to the [perfect system](#) of Latin verbs, using the third and fourth principal parts. Like their indicative counterparts, Perfect active subjunctives are built on the Perfect active stem (the third principal part minus the “-i”). Perfect passive subjunctives use the 4th principal part (Perfect passive participle) plus the appropriate subjunctive form of *sum, esse, fui, futurum*.

As you learned in [Unit 7](#), the **translation of the subjunctive** depends upon the particular construction in which it appears. In this unit you will learn about two more subjunctive constructions: Cum Clauses and Conditional Statements.

### Perfect Subjunctive

The [Perfect active subjunctive](#) is formed by inserting “-eri-” between the perfect active stem and the personal endings. Note that, except for the first person singular, these forms are identical in spelling with the Future Perfect indicative. You will know the difference between the two forms based on their use in a sentence.

The **Perfect passive subjunctive** is formed from the Perfect Passive Participle (agreeing with the subject in case, number, and gender) and the Present subjunctive of *sum, esse, fui, futurum*.

	ACTIVE		PASSIVE	
	<u>Singular</u>	<u>Plural</u>	<u>Singular</u>	<u>Plural</u>
1st person	amaverim	amaverimus	amatus, -a, -um <b>sim</b>	amati, -ae, -a <b>simus</b>
2nd person	amaveris	amaveritis	amatus, -a, -um <b>sis</b>	amati, -ae, -a <b>sitis</b>
3rd person	amaverit	amaverint	amatus, -a, -um <b>sit</b>	amati, -ae, -a <b>sint</b>

The Perfect Subjunctive of Deponent verbs will be formed in the same way as the passive forms above.

## Pluperfect Subjunctive

The **Pluperfect active subjunctive** is formed by adding active personal endings to the Perfect active infinitive (the third principal part stem + *isse*).

The **Pluperfect passive subjunctive** is formed from the Perfect passive participle (agreeing with the subject in case, number, and gender) and the Imperfect subjunctive of *sum, esse, fui, futurum*.

	ACTIVE		PASSIVE	
	<u>Singular</u>	<u>Plural</u>	<u>Singular</u>	<u>Plural</u>
1st person	amavissem	amavissemus	amatus, -a, -um <b>essem</b>	amati, -ae, -a <b>essemus</b>
2nd person	amavisses	amavissetis	amatus, -a, -um <b>esses</b>	amati, -ae, -a <b>essetis</b>
3rd person	amavisses	amavissent	amatus, -a, -um <b>esset</b>	amati, -ae, -a <b>essent</b>

The Pluperfect Subjunctive of Deponent verbs will be formed in the same way as the passive forms above.

# Conditions

## Conditional Statements

**Conditional statements** (or conditions) are sentences with two clauses. The first clause proposes a condition, “if . . .”; the second clause gives the conclusion, “then . . .” The “if” clause is called the *protasis* (“the thing arranged first”) and the “then” main clause called the *apodosis* (“the thing given after”). Look at this example in English:

If we study, then we learn.

Conditional statements, or “if . . . then” statements, are common in Latin, just as in English. In Latin conditions, the protasis is introduced by *si* (if) or *nisi* (if not), or a compound of *si* such as *etiam si*, *etsi*, *tametsi*, *tamenetsi* (all of which mean “even if”). There is no Latin word used for “then” in the apodosis. Here is our example in Latin:

*Si studemus, discimus*

Conditional statements can be divided into two major types: indicative (factual) conditions and subjunctive (imagined) conditions. The subjunctive conditions are sometimes called unreal or hypothetical conditions. Conditional statements can happen in three different times: present time, past time, or future time. Thus, there are a total of six types of conditions: three indicative conditions (present, past, and future) and three subjunctive conditions (present, past, and future).

**Indicative conditional statements** all use indicative verbs since they show real outcomes. If X happens, then Y happens too; there is no ambiguity. Look at these examples in English.

Time	Indicative (Factual) Conditions
Present Time	If we study, we learn.
Past Time	If we studied, we learned.
Future Time	If we [will] study, we will learn.*

\*Note that in English, we prefer to say “If we study (Present tense), we will learn,” although both verbs refer to future action.

In Latin, the same examples would be written as follows:

Time	Indicative Conditions
Present Time	<b>Simple Present</b> Si studemus, discimus. (Present indicative verbs)
Past Time	<b>Simple Past</b> Si studebamus, discebamus. (Imperf., Perf., or Pluperf. indicative verbs)
Future Time	<b>Future More Vivid</b> Si studebimus, discemus. (Future or Future Perfect indicative verbs)

Traditionally conditions have specific names (in bold above) which you may be asked to learn.

**Subjunctive conditional statements** use subjunctive verbs since they show hypothetical, imagined, or potential outcomes. If X should happen, then Y would happen too. The protasis (“if” clause) is possible but not a fact, so the apodosis (“then” clause) is hypothetical too. Look at these examples in English.

Time	Subjunctive Conditions
Present Time	If we were studying, we would learn.
Past Time	If we had studied, we would have learned.
Future Time	If we should study, we would learn.

The three subjunctive conditions also have separate names which you may be asked to learn.

Time	Subjunctive Conditions
Present Time	<b>Present Contrary to Fact</b> Si studeremus, disceremus. (Imperfect subjunctive verbs)
Past Time	<b>Past Contrary to Fact</b> Si studuissemus, didicissemus. (Pluperfect subjunctive verbs)
Future Time	<b>Future Less Vivid*</b> Si studeamus, discamus. (Present subjunctive verbs)

\*Note that future time conditions are Future More Vivid (indicative) and Future Less Vivid (subjunctive). Since future events cannot be considered fact, they are either more likely to happen (more vivid) or less likely to happen (less vivid).

Here is a chart that shows all six conditions in Latin with their English translations.

Time	Indicative	Subjunctive
Present Time	<b>Simple Present</b> <i>Si studemus, discimus.</i> If we study, we learn. (Present indicative)	<b>Present Contrary to Fact</b> <i>Si studeremus, disceremus.</i> If we were studying, we would learn. (Imperfect subjunctive)
Past Time	<b>Simple Past</b> <i>Si studebamus, discebamus.</i> If we studied, we learned. (Imperf., Perf., or Pluperf. indicative)	<b>Past Contrary to Fact</b> <i>Si studuissemus, didicissemus.</i> If we had studied, we would have learned. (Pluperfect subjunctive)
Future Time	<b>Future More Vivid</b> <i>Si studebimus, discemus.</i> If we [will] study, we will learn. (Future or Future Perf. indicative)	<b>Future Less Vivid</b> <i>Si studeamus, discamus.</i> If we should study, we would learn. (Present subjunctive)

It is also possible to have mixed conditions in which two different tenses are used. As long as you learn these rules for how conditional statements work, you will have no trouble with mixed conditions when you see them.

## Uses of the Subjunctive

### Cum Clauses

Like purpose and result clauses, a Cum Clause is a subordinate clause with a **subjunctive** verb that begins with the conjunction **cum**. You already learned in the Verba of [Unit 3](#), when conjunction *cum* is used with an indicative verb, it introduces a temporal clause and is translated “when” or “after.”

Now you will learn a different use of the Cum Clause with a subjunctive verb that can express three different relationships between the subordinate clause and the main clause. In English, these constructions are translated differently, depending on the relationship of the action of the main verb and the verbal action in the Cum Clause.

#### Circumstantial Cum Clauses – *when*

The Cum Clauses provides a general circumstance (not a precise time)

Causal Cum Clause – *since, because*

The Cum Clauses provides an explanation or cause

Concessive (also called Adversative) Cum Clause – *although*

The Cum Clause provides an idea that is incompatible with the main clause

Take a look at these English examples of Circumstantial, Causal, and Adversative Clauses.

Circumstantial: When Apollonius departed for Greece, Aelia studied philosophy alone.

Causal: Since Apollonius departed for Greece, Aelia studied philosophy alone.

Concessive: Although Apollonius departed for Greece, nevertheless Aelia studied philosophy.

Notice that the Concessive Cum Clause shows that the action of the main verb happens despite the action of the Cum Clause.

Let's look at the same sentences in Latin

Circumstantial: Cum Apollonius ad Graeciam discessisset, Aelia sola philosophiae studebat.

Causal: Cum Apollonius ad Graeciam discessisset, Aelia sola philosophiae studebat.

Concessive: Cum Apollonius ad Graeciam discessisset, tamen Aelia philosophiae studebat.

While these sentences look the same or very similar, you will know which translation of *cum* (when, since, although) fits best from the context. If the main clause has *tamen*, you can usually use “although.”

## Sequence of Tenses of Subjunctive Verbs in Dependent Clauses

You have already learned about the Sequence of Tenses when you learned Indirect Statement in [Unit 6](#). Dependent subjunctive clauses use the same sequence of tenses, although without the Future tense. The tense of the verb in the dependent clauses gives time relative to the lead verb in the sentence.

Tense of Main Verb	action of subjunctive clause in relation to main verb	tense of subjunctive in clause
Primary Sequence: Present, Future, Future Perfect, or Perfect (when the Perfect has a present effect, e.g. I have gotten to know = I now know)	at the same time or after	Present subj.
	prior action	Perfect subj.
Secondary Sequence: Imperfect, Perfect, Pluperfect	at the same time or after	Imperfect subj.
	prior action	Pluperfect subl.

This system of the Sequence of Tenses is used for Cum Clauses, Purpose Clauses, and Result Clauses.

### Cum Clauses - Circumstantial

Primary sequence: ***Cum linguae Latinae studeant, multas linguas facile discunt.***  
**When they study Latin, they learn many languages easily. (same time)**

Secondary sequence: ***Cum linguae Latinae studerent, multas linguas facile didicerunt.***  
**When they studied Latin, they learned many languages easily. (same time)**

### Cum Clauses - Causal

Primary sequence: ***Cum linguae Latinae studuerint, multas linguas facile discunt.***  
**Since they studied Latin, they learn many languages easily. (prior)**

Secondary sequence: ***Cum linguae Latinae studuissent, multas linguas facile discebant.***  
**Since they had studied Latin, they learned many languages easily. (prior)**

### Cum Clauses - Concessive

Primary sequence: ***Cum linguae Latinae studuerint, tamen multas linguas non discunt.***  
**Although they studied Latin,** nevertheless they do not learn many languages easily. (prior)

Secondary sequence: ***Cum linguae Latinae studuissent, tamen multas linguas non didicerunt.***  
**Although they had studied Latin,** nevertheless they did not learn many languages easily. (prior)

You have already learned about Purpose and Result Clauses in [Unit 7](#), but you only used them in the Primary Sequence. Now look at these examples of Purpose and Result Clauses in Primary and Secondary Sequence.

### Purpose Clauses

Primary Sequence: ***Linguae latinae student ut multas linguas facile discant.***  
They study Latin **in order to learn many languages easily.**

Secondary Sequence: ***Linguae latinae studebant ut multas linguas facile discerent.***  
They studied Latin **in order to learn many languages easily.**

### Result Clauses

Primary Sequence: ***Linguae latinae tam bene student ut multas linguas facile discant.***  
They study Latin **so well that they learn many languages easily.**

Secondary Sequence: ***Linguae latinae tam male studuerunt ut multas linguas non facile discerent.***  
They studied Latin **so poorly that they were not learning many languages easily.**