

Latin 101A and B (2010)

Final Examination: SAMPLE ONLY: ANSWERS SHOWN

These sample questions resemble the actual test in format, length, and difficulty as much as humanly possible without divulging the secrets of the instructor. Please note that questions shown here may be reused, or not, as the case may be.

Please feel free to ask questions as they arise. Remember to read over the exam before you begin and to check your work before handing it in. Please write your answers to sections I through VII on the answer sheet, but use the booklet provided for the remaining sections. You have two hours to complete this exam, which is out of 135 points. No aids are permitted. **Good luck and happy holidays!**

Please write sections I through VIII on the examination sheet and sections IX and X in the booklet provided.

General instructions on what to review:

Sections I, II and III.: Nouns, Adjectives, and Demonstratives. These sections will include any nouns covered in chapters 1 through 15 of Wheelock, including the examples of i-stem third declension nouns given in the text of chapter 14. Section I will include an adjective, which could be an ordinary first/second declension adjective, or an UNUS NAUTA adjective. Section II will include one of the following demonstratives: *hic (hic, haec, hoc)*, *ille (ille, illa, illud)*, *is (is, ea, id)* or *iste (iste, ista, istud)*. Dictionary listings and an English translation will be provided.

Section III: noun-adjective pairs. Anything from chapters 1 to 15 is fair game. This section will cover a wide variety of nouns and adjectives, **including irregular and easily confused forms.** Dictionary listings and an English translation will be provided. (Note: if you have a copy of last year's sample test, you will note that numerals were in this section on that exam.)

Section IV: grammar of chapter 13. This section will cover forms of the intensive pronoun (*ipse, ipsa, ipsum*), the reflexive pronoun (first, second, and third person, with an emphasis on the third person reflexive pronoun), the forms and usage of the reflexive possessive adjective (*suus, -a, -um*, including a fairly neutral noun as shown here), and the contrast between reflexive and non-reflexive uses of the possessive (i.e., a form of *suus* versus *eius* or *eôrum/eârûm*). The type of questions shown is representative of those on the actual test; individual examples may or may not be repeated.

Section V: verb summary. Any verb covered in the entire semester is fair game for this section. The instructor will provide principal parts and a dictionary-style definition. The student will be asked to provide the active verb forms of a given person and number (e.g, first person plural) in the six tenses requested, along with the present infinitive and the

singular and plural active imperatives. Note that several verbs have irregular singular imperatives; these are also fair game for the exam.

Section VI: verb drill. Please turn singular verbs into the corresponding form of the plural, and vice versa, and provide a dictionary-style English definition. Any verb covered from chapters 12 through 15 inclusive, along with *sum* and *possum*, is fair game for this section. Note that several verbs have irregular singular imperatives; any of these verbs covered in chapters 12-15 are also fair game for the exam.

Section VII: dictionary listings. These come from the nouns, adjectives, and verbs from chapters 12-15 of Wheelock, **INCLUDING** the examples given in the **text and footnotes** of chapter 14. Please provide the dictionary listings of **TEN** of the words provided. **N.B.: If you do more than ten, I will mark the first ten you have done.**

Section VIII. Please translate **EIGHT** of the following sentences. In addition, please completely identify the underlined word (noun/adjective by gender, number, case; verb by person, number, tense/infinitive/imperative) AND EXPLAIN ITS USAGE IN THE SENTENCE (direct object, indirect object, object of a preposition, complementary infinitive etc.). If you do more than seven, I will mark the first seven you have done. This section will generally be drawn from material covered in chapters 12-15 of Wheelock and ALSO any material from *By Roman Hands* covered since the second midterm, **although I reserve the right to modify individual sentences or even compose new ones with similar vocabulary.**

Section IX: A passage approximately 5-6 lines in length from any of the longer passages at the end of chapters 12-15 of Wheelock. Vocabulary assistance provided as seen in Wheelock.

Section X: a sight (previously unseen) passage adapted from Latin literature. Assistance will be provided with obscure vocabulary (and grammar, if any).

I. Please decline the pair *urbs, urbis*, f. 'city' and *tôtus, -a, -um* 'whole' 'entire.' (12 points)

<u>singular</u>	<u>plural</u>
nom. urbs tôta	urbês tôtae
gen. urbis tôtûs	urbium tôtârûm
dat. urbî tôtî	urbibus tôtîs
acc. urbem tôtam	urbês tôtâs
abl. urbe tôtâ	urbibus tôtîs
voc. urbs tôta	urbês tôtae

INSTRUCTOR'S OBSERVATIONS: I have shown a third declension i-stem noun and an UNUS NAUTA adjective. On the actual exam you should check to see whether or not

I have done the same. Also, this noun is feminine. If I had asked for a masculine noun, I might have had specific noun and/or adjective endings for the vocative singular.

II. Please decline the noun-adjective pair *hic, haec, hoc* ‘this/that’ and *agricola, -ae, M.* ‘farmer.’ (12 points)

<u>singular</u>	<u>plural</u>
nom. hic agricola	hî agricolae
gen. huius agricolae	hôrûm agricolârûm
dat. huic agricolae	hîs agricolîs
acc. hunc agricolam	hôs agricolâs
abl. hîc agricolâ	hîs agricolîs
voc. hic agricola	hî agricolae

INSTRUCTOR’S OBSERVATIONS: When I ask for a masculine first declension noun, I am especially concerned that the adjective or demonstrative is masculine, while the noun retains its first declension endings. If you have trouble keeping this straight, do the noun and adjective/demonstrative separately. Note that demonstratives have a number of irregular endings.

By the way, a masculine adjective might have had special vocative singular endings. If I give a masculine first declension noun in section I, you should be aware of this possibility.

III. Please provide the following noun-adjective pairs in the cases requested. (10 points)

1. noster, nostra, nostrum (our) + animal, animâlis, n. (animal): ablative singular
nostrô animâli
2. alius, -a, -um (the other [of two], second) + iûs, iûris, n. (right, law): genitive singular
alteriûs iûris
3. îdem, eadem, idem (the same) + môs, môris, m. (custom, manner[s]): genitive plural
eôrûndem môrûm
4. pulcher, pulchra, pulchrum (beautiful) + vîs, vîs, f. (power, force, violence, pl. strength): dative plural
pulchrîs vîribus
5. dêns, dentis, m. (tooth) + magnus, -a, -um (big): vocative singular
dêns magne

INSTRUCTOR’S OBSERVATIONS: "Landmines" with nouns and adjectives will occur here. This is a good time to review *vîs/vir*, masculine singular vocatives, and anything that has caught you out in the past.

IV. Please provide the correct Latin forms of the words requested. (5 points)

1. *ipse, ipsa ipsum*, intensive pronoun (“myself,” “yourself,” “himself”, etc.): dative singular (all genders) *ipsi* (observation: this is irregular, as is the genitive singular.)
2. with themselves *sêcum* (observation: *sêcum* is also the answer for “with himself,” “with herself,” “with itself,” or “by themselves,” “by himself,” “by herself,” “by itself”)
3. the reflexive pronoun, first person: genitive singular: *mei*
4. *suus, sua, suum* (“his own,” “her own,” “its own,” “their own” + ars, artis, f. art: accusative sg. *suam artem* (observation: the reflexive possessive adjective has first/second declension endings [in this instance first declension endings, as it agrees with a feminine noun])
5. the reflexive pronoun, third person: dative singular: *sibi* (observation: note that the dative plural has the same form!)

V. Please provide the requested tenses of the verb *currô, currere, cucurrî, cursum* “run” in the **first person plural**, as well as the imperatives and infinitive. (9 points)

imperative: curre (sg.) and currite (pl.)

infinitive: currere

future active currêmus

future perfect active cucurrerimus

present active currimus

perfect active cucurrimus

imperfect active currêbâmus

pluperfect active cucurrerâmus

INSTRUCTOR’S OBSERVATIONS: Perhaps the single largest number of mistakes I see here comes from the assumption that you will have another third conjugation verb with first person plural endings. Any verb conjugation is fair game here, as is any person and number.

Aside from that, note that the future of first and second conjugation verbs is formed differently from those of the third and fourth conjugation.

The third conjugation has a singular imperative ending in –e, but a plural imperative ending in –ite. The singular imperatives of verbs of the other conjugations have more predictable endings. Note also that four verbs (*dûc, dîc, fac, fer*) are shortened in their singular imperatives.

The present active infinitive is the second principal part. Since I am providing the principal parts of these verbs, you can copy the answer directly.

The future perfect active, the perfect active, and the pluperfect active are all based on the third principal part, minus the final -î. If your answers don't have the same base, you've made a mistake.

VI. Please turn the singular forms given below into the plural or vice versa, and then provide a dictionary-style English translation of the new verb form. (15 points)

- Example: Example: *dúcêbâmus* becomes *dúcêbam*, 'lead'

1. *dîlige*: *dîligite*: to esteem, love
2. *fuistis*: *fuistî*: to be, exist
3. *alueram*: *aluerâmus*: to nourish, support, sustain, increase, cherish
4. *committite*: *committe*: to entrust, commit
5. *cecidêrunt*: *cecidit*: to fall
6. *mûtâveritis*: *mûtâveris*: to change, alter, exchange
7. *potuerâmus*: *potuerâs*: to be able
8. *vîtâverit*: *vîtâverint*: to avoid, shun
9. *êiêcit*: *êiêcêrunt*: to throw out, drive out
10. *stetî*: *stetimus*: to stand, stand still, stand firm

INSTRUCTOR'S OBSERVATIONS: Since this section and section VII below contain words since the last midterm, plus forms of *sum* and *possum*, the sheer arithmetic suggests that most verbs covered in chapters 12-15 will be on one of those two sections. **It is a good idea to know those verbs thoroughly.**

In addition, although I can ask for any tense of the verb in section VI, there is a disproportionate number of perfect system questions on this test and on the actual exam, as they are covered in chapter 12. I also have showcased imperatives here because of errors in imperatives on the last midterm; this may or may not be repeated on the actual exam.

VII. Please provide the dictionary listings of **TEN** of the following words. **N.B.: If you do more than ten, I will mark the first ten you have done.** (10 points)

1. amîserâtis: amittô, -ere, amîsî, amissum: to lose, let go
2. prîncipiôrum: prîncipium, -iî, n.: beginning
3. iacite: iaciô, iacere, iêcî, iactum: to throw, hurl
4. doctô: doctus, -a, -um: learned, taught, skilled
5. dîvitiîs: dîvitiae, -ârum, f. pl.: riches, wealth
6. exemplârium: exemplar, exemplâris, n.: model, pattern, original
7. cîvem: cîvis, -is, m./f., citizen
8. tenuêrunt: teneô, tenêre, tenuî, tentum or tênsu(m): stretch, extend; go
9. iûra: iûs, iûris, n.: right, justice, law
10. miserae: miser, misera, miserum: wretched, miserable, unfortunate
11. timêbam: timeô, timêre, timuî (no fourth prin. part): fear, be afraid of, be afraid
12. tempestâte: tempestâs, -âtis, f.: period of time, season; weather, storm

13. maribus: mare, maris, n.: sea

14. factô: factum, -î, n.: deed, act, achievement

INSTRUCTOR'S OBSERVATIONS: Perhaps the single biggest source of difficulty here has been confusing similar words. You should have a list of easily confused words and refer to it while studying for the exam. You should also note that I tend to put words in this section in a form different from the one you see on the dictionary listing.

VIII. Please translate **EIGHT** of the following sentences. In addition, please completely identify the underlined word(noun/adjective by gender, number, case; verb by person, number, tense/infinitive/imperative) AND EXPLAIN ITS USAGE IN THE SENTENCE (direct object, indirect object, object of a preposition, complementary infinitive etc.). (40 points)

N.B.: If you do more than eight, I will grade the first eight you have done.

- Example: Paucî veniunt ad senectûtem. —*Cicero
Few (people) come to old age.
senectûtem: noun, acc. sg. f.; object of preposition *ad*

1. Vôs nôbîs dê voluptâtibus adûlêscntiae tum scrîpsistis.

You then wrote to us about the pleasures of youth.

nôbîs: personal pronoun, first person, dat. pl. (any gender); indirect object

2. Nîl malî est, ubi nîl est.

- *nîl* = nihil

There is nothing (of) evil, where there is nothing.

malî: adjective, neuter sg. genitive, genitive of the whole

3. Ipse ad eôs contendêbat equitêsque ante sê mîsit. —Caesar

- *contendô, -ere*: hasten
- *equês, equitis, m.*: horseman, cavalry

He himself hastened to them and sent the cavalry ahead of him(self).

sê: reflexive pronoun, third person sg. accusative case; object of preposition *ante*

4. Sententiae eius eum cârum mihi numquam fêcêrunt.

His opinions have never made him dear to me.

eius: personal pronoun, third person genitive sg. (could be any gender but here the masculine is secured by the masculine forms *eum* and *cârum*, which refer to the same person); used as possession

5. Nôn vîribus et celeritâte corporum magna gerimus, sed sapientiâ et sententiâ et arte. — Cicero

- *celeritâs, -tâtis, f.*: swiftness

We accomplish great (things) not by strength and by the swiftness of (our) bodies, but by wisdom and thought and skill.

sapientiâ: noun, abl. sg. f.; abl. of means/instrument

6. Pân servat ovês et magistrôs fortunâtôs ovium. — Virgil

- *ovis, -is, f.*: sheep

Pan preserves the cheep and the fortunate masters of sheep.

ovium: noun, gen. pl. f.; possession. (Note that *ovis* is an i-stem noun, so what I really wanted was for you to recognize that fact with the genitive plural ending in *-ium*.)

7. Ipsî nihil per sê sine eô facere potuêrunt. — Cicero

They themselves were able to do nothing through themselves without him.

Ipsî: intensive pronoun, nom. pl. m.; gives emphasis to the subject (“they,” which we understand from the ending of the verb *potuêrunt*)

8. Diû in istâ nâve fuî et propter tempestâtem nûbêsque semper mortem expectâbam. — Terence

- *nâvis, -is, f.*: ship

I was in that ship of yours for a long time and I always awaited death on account of the storm and clouds.

istâ: demonstrative adjective, abl. sg. f.; goes with *nâve*, which is the object of the preposition *in*.

9. Nymphius subitâneâ morte necâtus, vîxit breve tempus an(nôs) V, m(ênsês) VI, d(iês) VIII.

- *subitâneus, -a, -um*: sudden
- *necô* (1): to kill. *Necâtus* means "having been killed."
- *mênsis, mênsis, m.*: month
- *diês*: days (here the word is in the accusative)

Nymphius, killed by a sudden death, lived for a brief time, five years, six months, eight days.

morte: noun, abl. sg. fem., ablative of means or instrument

10. Septem hôrîs ad eam urbem vênimus. — Cicero

Within/in seven hours we came to that city.

hôrîs: noun, abl. pl. fem.; ablative of time when/within which (here within which)

INSTRUCTOR’S OBSERVATIONS: Students lose a disproportionate number of points on the underlined words. If you have time at the end of the exam, you should check these over thoroughly. If you can’t remember the name of a grammatical term or description, put its use in the sentence into your own words.

Another common problem is the mistranslation of easily confused words.

In general, attention to dictionary listings will help you get through a sentence which you don’t remember reading recently.

IX. Please translate the following passage adapted from a description of the tactics of Quintus Fabius Maximus. (13 points)

INSTRUCTOR’S OBSERVATION: This passage is slightly shorter than the one on the exam.

Etiam in senectûte Quîntus Fabius Maximus erat vir vêrae virtûtis et bella cum animîs adulêscents gerêbat. Dê eô amîcus noster Ennius, magnus ille poêta, haec verba scrîpsit:
 “Ûnus homô cîvitâtem nôbîs cûnctâtîône cônseruâvit. Rûmôrês et fâmam nôn pônêbat ante salûtem Romae. Glôria eius, igitur, nunc bene valet et semper valêbit.

Even in old age Quintus Fabius Maximus was a man of true valor and waged wars with the courage of a young man. Our Ennius, that great poet, wrote these words about him: “One man preserved the state for us by delaying. He did not put rumors and fame/report ahead of Rome’s safety. His glory, therefore, is now very strong (literally, “well strong”) and will always be strong.

Notes:

Cûnctâtôr: the Delayer

Ennius: an early Roman poet

cûnctâtîô, -ônîs, f.: delaying

rûmor, rûmôrîs, m.: rumor, gossip

pônô, -ere, to put, place

salûs, salûtîs, f.: safety

X.s Please translate the following sight passage. In this passage Lucretius, an Epicurean poet and philosopher, is arguing that life after death does not exist because the soul is not immortal. (This passage was used on an exam in a previous year.) (13 points)

Nihil igitur nôbîs mors est, quod nâtûra animî mortâlis est. Velut nihil tempore praeteritô sênsimus— bellum âcre inter Carthâginiensês Rômânôsque, difficile exitium et timôrem hominum omnium in terrâ marîque— sîc, quandô discidium corporis et animî fuerit, nûllum sênsu habêbimus, quod non erimus. Nihil sentiêmus, nôn sî terra cum marî miscuerit et mare cum caelô. (based on *de Rerum Natura*, III.830-842)

Therefore, death is nothing to us, because the nature of the soul is mortal. Just as we have perceived nothing in past time —the bitter war between the Carthaginians and Roman, the difficult destruction and fear of all people on land and sea— thus, when the separation between body and soul will have been, we will have no perception, because we will not be. We will perceive nothing, not if the earth will have mixed with the sea and the sea with the sky.

INSTRUCTOR’S OBSERVATION ABOUT LONGER PASSAGES: by and large people will do well if they stay calm and look over the passage after going on to other things. By looking at the entire piece in context people can often fill in gaps.

Notes:

Carthâginiensis, -e: noun or adj. (here used as noun): Carthaginian, a Carthaginian

discidium, -iî, n.: division, separation

misceô, -êre, miscuî, mixtum: mix, mingle

mortâlis (masc./fem. nom. sg.), mortale (neuter nom. sg.): mortal (third declension adjective; take the instructor’s word for the ending)

praeteritus, -a, -um: past

sênsu: perception, sense perception

sîc: thus

velut: just as