

**LA 102 (2010)****Final Examination Information**

The information presented below is designed to assist you in preparing for the final examination in LA 102. The questions in Section IV will be repeated verbatim or with stylistic changes; the others are representative of what you may encounter. Questions may or may not be reused. **The point values may differ slightly on the actual examination.** The instructor's notes shown here in the boxes below individual sections will **not** be repeated on the actual exam.

All material that has been covered from chapters 26 through 30 is fair game for this examination. However, since learning a language is comprehensive, you should review previously studied material that may be problematic for you; earlier forms, constructions, and vocabulary frequently appear in new contexts.

Please read this examination paper over before you begin and check your work before you hand it in. Please put the answers to Sections I through VI on these sheets and the answers to Sections VII through IX in the examination booklet. Although you have two hours to complete this exam, it is designed to be completed in less time. This examination is out of 145 points. No aids are allowed. Good luck, and have a great summer!

I. Please provide the requested tenses of the subjunctive for the verb **respondeō, respondēre, respondi, respōsum** (*to answer*) **in the second person singular only**. All verbs, in any person, tense, and number, are fair game for this section. Principal parts will be provided. (12 points)

Active

Passive

present

imperfect

perfect

pluperfect

Future active periphrastic: primary sequence

Future active periphrastic: historical sequence

Future passive periphrastic: primary sequence

Future passive periphrastic: historical sequence

Instructor's notes: Mistakes on this section typically result from getting the wrong conjugation in the present tense, or of automatically transferring the person and number endings from the sample questions onto the actual exam. Please read the question on the

actual exam to see what is asked. (As one might expect, there are also problems if one has not studied the material.)

II. Please put singular verbs into the corresponding forms of the plural, and vice versa, and then provide a dictionary-style English definition. Verbs chosen will be from chapters 26 through 30. (12 points)

- Example: *capiātur* becomes *capiat*, "to take"

1. exponerer
2. pungāvissēmus
3. minuerit
4. possēmus
5. cesserint
6. cognōtus esset
7. dubitārēminī
8. potuerīmus
9. cōnsūmendae sītis
10. fuissem
11. egeātis
12. probēris

Instructor's note: Assuming that one knows the material, proofreading mistakes are the most common errors, with misunderstanding of commonly confused words in second place. Most of the verbs from chapters 26 through 30 will appear somewhere in this exam.

III. Please fill in the blanks for the adjectives and definitions below. Irregular comparatives and superlatives will be chosen from chapters 26 and 27. Any other adjective in the vocabulary from chapters 26 through 30, or any adjective used as an example in Wheelock, is fair game for the regular adjectives.  
(13 points)

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>	<u>English of positive</u>
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bonus, -a, -um	_____	_____	good
fēlīx, gen. fēlīcis	_____	_____	happy
_____	minor, minus	minimus, -a, -um	_____
_____	----- plūs	_____	_____
similis, -e	similior, -ius	_____	similar
_____	ācrior, acrius	_____	keen, sharp
_____	_____	pessimus, -a, -um	bad

Instructor's notes: Not all adjectives ending in **-lis** have irregular superlatives. The retention or omission of "e" in the **-er** adjectives is another common error, as is the presence or absence of "i" in the comparative degree among irregular adjectives. However, the biggest problem is having only a passive recognition of these forms, rather than the ability to provide them actively. The only solution is numerous practice examples such as this one. You can make your own if need be.

IV. Knowledge of grammatical constructions. (15 points) **THIS SECTION WILL BE REPEATED EXACTLY, OR WITH ONLY MINOR STYLISTIC CHANGES.**

A. What are the three features one uses to identify an indirect question in Latin?

- 1.
- 2.
- 3.

B. What are the three features one uses to identify an indirect statement?

- 1.
- 2.
- 3.

C. How does Latin show negation for a purpose clause? \_\_\_\_\_

D. How does Latin show negation for a jussive subjunctive? \_\_\_\_\_

E. Show at least one type of negation for a Latin result clause: \_\_\_\_\_

F. Please fill in the blanks for the tense of verb used for the appropriate sequence of tenses:

<u>Group</u>	<u>Subordinate Subjunctive</u>
Primary	_____ action at same time as main verb _____ action prior to same verb
Historical	_____ action at same time as main verb _____ action prior to same verb
Primary	_____ action after main verb
Historical	_____ action after main verb

Instructor's Note: Assuming that people have studied the material, the biggest problem with this type of question is usually switching the order of answers. However, people sometimes think they know the answer to this section without sufficient drill.

V. Please provide complete dictionary listings/lexical information, including at least one English definition, for **TEN** of the following words. **If you do more than ten words, I will mark the first ten you have done.** (15 points)

1. cēterīs
2. condiderint
3. surgāmus
4. urbānō
5. tacuissētis
6. turpissimam
7. superum
8. ōscula
9. expleant
10. līminī

11. nepōtum

12. stellīs

Instructor's note: The biggest problem with dictionary listings tends to be easily confused words. If you do not have a list of such words and forms, you should start one. Some students are still omitting genders of nouns and the third and fourth principal parts of verbs. Aside from that, don't cut your losses on this section. Knowing your forms and vocabulary is invaluable if you forget to study a passage or sentence that turns up on the exam, or for the sight passages.

VI. Please translate **SEVEN** of the following sentences into English, using the instructor's translation rules where applicable, and identify and explain the usage of the underlined words. Please write your answers to this section **ON THESE SHEETS. If you do more than seven sentences, I will mark the first seven you have done.**

While these will generally be from the sentences from Wheelock chapters 26 through 30 and *By Roman Hands*, there will be at least one previously unseen passage. In addition, individual sentences from longer readings in Wheelock or *38 Latin Stories* may be included. I also reserve the right to modify or combine previously translated sentences.

Example: Ōrātor, signō ā sacerdōte datō, eō diē revēnit.

With the sign having been given by the priest, the orator returned on that day.  
sacerdōte: noun, m. sg. abl.; ablative of agent inside ablative absolute

1. Cui tanta iūcunditās umquam fuit ut iūdicem etiam gravissimum movēre posset?—  
Quintilian

- *iūcunditās, -tātis, f.*: pleasantness, delight, charm

2. Rēgīna fortissima Carthāginis posteā ostendit fidem semper esse sibi cāriōrem dīvitīs.

3. Iste tyrannus pessimus negāvit sē virōs liberōs umquam oppressisse.

4. Fēminae ad lūdōs semper veniunt ut videant —et ut ipsae videantur. —Ovid

5. Quisquis amat, valeat; pereat, quī nescit amāre. — *CIL* 4.4091

- *pereō, perīre, perīvī/perī, perītum*: to perish, die

6. Nunc cōgnoscāmus quae argumenta Sōcrātēs sapientiae causā exposuerit.

7. Nunc vidētis quantum scelus contrā rem pūblicam et lēgēs nostrās vōbīs prōnūntiātum sit. — Cicero.

8. Doctōs rogāvērunt utrum omnēs philosophiam discere possent, magistrīs datīs.

9. Ita praeclāra est recuperātiō libertātis ut nē mors quidem in hāc rē sit fugienda. — Cicero

- *recuperātiō, -ōnis, f.*: liberty

Instructor's notes: Unless you completely run out of time, please make sure that you have done the minimum number of sentences. Even if you cannot translate a passage in its entirety, there is usually something you can do. Also, please do not forget to do the underlined words!! When studying, you should make a list of the types of constructions you have encountered during this semester, as well as any others whose usage tends to slip your mind.

VII and VIII. Using the examination booklet, please translate the relevant passages into English, using the instructor's translation rules where applicable. (total of 30 points to be subdivided between the two passages; one may be longer than the other.)

These passages will be drawn from chapters 26 through 30 of Wheelock and *38 Latin Stories*, respectively. Unfamiliar vocabulary will be provided, as shown in the textbooks. Since this is a final examination, you should be prepared to see longer passages than you have time to translate in a midterm.

Students wishing to review a wide variety of constructions will do well to review the longer passages from chapters 29 and 30 in Wheelock and any of the relevant material in *38 Latin Stories*.

Instructor's note: Problems tend to arise when students overlook a passage while studying for the exam. This may sound painfully obvious, but I mention it because it is so common. Other common mistakes arise from misunderstanding easily confused words. A good strategy is to do what you know and then come back at the end to try to fill in gaps from the sense of the material that you know you understand.

IX. Sight passage: Please translate the following sight passage on the character of Cimon, a famous political leader in ancient Athens. Please note that, while this passage is adapted from a later chapter of Wheelock, the passage required on the exam is from a different source. (13 points)

Cimōn celeriter ad summōs honōrēs pervēnit, quod satis ēloquentiae et magnam scientiam lēgum et reī mīlītāris habēbat. Quandō ille occiderat, Athēniēnsēs dē eō diū doluērunt; nōn solum in bellō, autem, sed etiam in pāce eum graviter dēsīderāvērunt. Fuit enim vir tantae līberālītātis ut, multīs hortīs cultīs, numquam tamen in hīs custōdiās pōneret; nam hortōs patēre voluit nē populus ab hīs frūctibus prohiberētur. Saepe enim suum amiculum dedit ut nēmō male vestītum esset.

Notes:

*celeriter*: swiftly, quickly (from *celer*)

*ēloquentia, -ae, f.*: eloquence, ability in public speaking

*occidō, -ere, occidī, occāsum*: to die, fall down

*Athēniēnsēs, -ium, m. pl.*: the Athenians

*doleō, dolēre, dolū, -itūrum*: grieve, suffer, hurt

*graviter*: heavily, severely; adverb from *gravis*

*līberālītās, -tātis, f.*: generosity, liberality

*hortus, -ī, m.*: garden

*cultīs*: from *colō, colere, colū, cultum*: to cultivate (literally and figuratively); cherish

*custodia, -ae, f.*: guard

*pateō, -ēre, patuī*: be accessible, be open

*amiculum, -ī, n.*: cloak

*male*: badly

*vestītus, -a, -um*: clothed

Instructor's notes: As is true with the "seen" passages above, common mistakes arise from misunderstanding easily confused words. A good strategy is to do what you know and then come back at the end to try to fill in gaps from the sense of the material that you know you understand.



**Partial answer key: I do not know at this point if I will get a full answer key finished. However, please look at the following material.**

I. Please provide the requested tenses of the subjunctive for the verb **respondeō, respondere, respondi, respōsum** (*to answer*) **in the second person singular only**. All verbs, in any person, tense, and number, are fair game for this section. Principal parts will be provided. (12 points)

	Active	Passive
present	respondeās	respondeāris, -e
imperfect	respondērēs	respondēreris, -e
perfect	responderīs	respōnsus, -a, -um sīs
pluperfect	respondissēs	respōnsus, -a, -um essēs
Future active periphrastic: primary sequence		respōnsūrus, -a, -um sīs
Future active periphrastic: historical sequence		respōnsūrus, -a, -um essēs
Future passive periphrastic: primary sequence		respōndendus, -a, -um sīs
Future passive periphrastic: historical sequence		respōndendus, -a, -um essēs

II. Please put singular verbs into the corresponding forms of the plural, and vice versa, and then provide a dictionary-style English definition. Verbs chosen will be from chapters 26 through 30. (12 points)

- Example: *capiātur* becomes *capiat*, "to take"

1. *exponerer*: *exponerēmur*
2. *pungāvissēmus*: *pugnāvissem*
3. *minuerit*: *minuerint*
4. *possēmus*: *possem*
5. *cesserint*: *cesserit*
6. *cognōtus esset*: *cognōtī essent*
7. *dubitārēminī*: *dubitārēris, -e*

8. potuerīmus: potuerim  
 9. cōnsūmendae sītis: cōnsūmenda sīs  
 10. fuisset: fuissēmus  
 11. egeātis: egeās  
 12. probēris: probēminī

IV. Knowledge of grammatical constructions. (13 points) **THIS SECTION WILL BE REPEATED EXACTLY, OR WITH ONLY MINOR STYLISTIC CHANGES.**

A. What are the three features one uses to identify an indirect question in Latin?

1. main verb of speech (including verbs of inquiry) or perception
2. direct (e.g., *cur*, *quis*, *quī*, *quandō*) or indirect (e.g., *utrum...an.../ -ne*) interrogative word
3. subordinate clause verb in subjunctive

B. What are the three features one uses to identify an indirect statement?

1. main verb of speech or perception (not usually including verbs of perception)
2. subject of main clause inside the indirect statement is in the accusative (no exceptions)
3. verb in main clause inside the indirect statement is in the infinitive (no exceptions)

C. How does Latin show negation for a purpose clause? *nē*

D. How does Latin show negation for a jussive subjunctive? *nē*

E. Show at least one type of negation for a Latin result clause: *ut nōn*, *ut nēmō*, *ut nihil*, etc.

F. Please fill in the blanks for the tense of verb used for the appropriate sequence of tenses:

Group                      Subordinate Subjunctive

Primary                      present tense                      action at same time as main verb

	<u>perfect tense</u>	action prior to same verb
Historical	<u>imperfect tense</u>	action at same time as main verb
	<u>pluperfect tense</u>	action prior to same verb
Extra credit (up to 2 points):		
Primary	<u>fut. active/passive periphrastic with <i>sim, sīs, etc.</i></u>	action after main verb
Historical	<u>fut. active/pass. periphrastic with <i>essem, essēs, etc.</i></u>	action after main verb