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Tips for the Latin ExCET Exam

prepared by Tim Moore

I. Some general tips from those who have taken the exam

1. Try to take only the Latin exam on the day you take the test.
2. Be prepared to paraphrase.
3. Be prepared to choose the best Latin word in a passage.
4. Culture is the easiest part.
5. Be prepared to analyze sentences grammatically (the kind of thing you need to do as a teacher)
6. Get a good night's sleep.
7. The Latin text questions take up at least 100 of the 125 questions. Do not be intimidated by the large amount of Latin on the test.
8. In preparing, the more time you can spend reading the authors listed below, the better.
9. As you read, practice by blanking out words and thinking about how to decide which word would fit best in the blank.
10. Time should not be a problem: you have four hours for 125 questions. Think carefully about each of your answers.
11. Many have found the vocabulary on the exam difficult. In addition to reading, you may want to work with vocabulary lists, flash cards, or other techniques. Note in particular that the vocabulary on the exam is *not* the same as that in the study guide.
12. You may want to sneak some food into the exam room, to eat half-way through.
13. Be prepared to recognize alternate verb forms (e.g., *laudasse* for *laudavisse*).
14. Use the process of elimination in deciding what answer to choose.

II. Major authors whose works appear on the test: the official list:

Aulus Gellius	Horace	Sallust
Caesar	Livy	Tibullus
Catullus	Martial	Vergil
Cicero	Ovid	
Cornelius Nepos	Pliny the Younger	

III. Useful books

- Amsco Review Texts for Latin. They have a rather traditional "drill and kill" format, but they have their uses. The publisher's address is: Amsco School Publications, 315 Hudson Street, New York, NY 10013-1085. There are three phone numbers: General Information 212-886-6500; Order and Customer Service 212-886-6565; FAX 212-657,7010.
- *Wheelock's Latin*, 5th edition, revised by R.A. LaFleur. HarperCollins. Straightforward presentation of grammar; passages in back for practice.
- Frederick Wheelock. *Latin Literature: A Book of Readings*. Waveland Press. Selections from several authors with helpful commentary.
- Jenney's *Third Year Latin* and Jenney's *Fourth Year Latin*: A good source of passages which might be on the test.
- Sally Davis, *Review and Test Preparation Guide: Intermediate Latin*. Longman Publishers.
- R. Colebourn, *Latin Sentences and Idiom*. Methuen. Good composition practice.
- Moreland and Fleischer, *Latin: An Intensive Course*. University of California Press.
- *Cambridge Latin Series*, Years 3 and 4. Cambridge University Press. Extensive readings in Latin.
- Humez, Alexander. *Latin for people = Latina pro populo*. Little, Brown. Humorous readings and review
- Longman readers, especially that for Sallust. Useful texts and commentary.
- *Latin for Americans*, volume 3. Useful source of passages.
- Many useful readers are available from [Bolchazy-Carducci](#) Press.
- Note also the massive amount of material on Latin and Latin pedagogy now available on the web. The TCA New Teachers page is a good place to start.

IV. Responses to email survey

The following are some comments people who have taken the Latin ExCET or have experience with the exam have sent via email. To some extent, of course, these responses need to be taken *cum grano salis*. Memories of exams are not always accurate, and you will note that some of the responses contradict others. Nevertheless, the responses may give you some useful impressions of the exam.

I. The most important thing to emphasize is the ability to read Latin. Anyone who can read Cicero (orations & essays) should have few problems.

The Study Guide is not misleading, it just uses different passage than those on the test, so the vocabulary is different. Several sections of the test are the cloze format (fill-in-the-blank, which students are not used to). Practice exercises should be useful. The history and culture are very basic. The material in culture sections of the Amsco Review books cover most of it.

A complaint that I have heard over & over again is the difficulty of the vocabulary. If the passages on the test are from authors that the examinees have not read recently, they are going to have problems. The passages come from the authors commonly read in high school. I believe there is a list in the study guide of those authors.

II. The one thing I still remember very clearly is the sheer amount of readings in the text. My classes as an undergraduate, if I remember correctly, averaged 60-100 lines of text a night. It seemed like five times that all in one test!

Future test takers need to be warned of the sheer quantity of reading and that they won't have time to hunt and peck or puzzle together the meanings.

III. Prose: Caesar, Cicero, Sallust, Pliny the Younger

Poetry: Catullus, Vergil, Ovid, Martial

I recall that the one or two Catullus poems happened to be among those found in Wheelock, either in chapters or in the back of the Text. On all poetry, figures of syntax and rhetoric (as found, e.g., in the back of Pharr's Aeneid text) were covered. Identification of meters came up for Catullus.

If I were to suggest a corpus of study for someone preparing for this exam, I would suggest all the literature found in the second, third and fourth year texts of Jenney's Latin, just about any edition.

The College Board's Advanced Placement syllabus for Vergil and Ovid would certainly include what could come up from those authors. Aeneid selections were from I, II, IV, VI.

Grammatical points covered included nothing more advanced than what you get in Wheelock chapters. You had to know, for example, that the passive periphrastic takes a dative of agent.

IV. The best advice I got was in general test-taking skills and psyching out the answers. Someone told me not to attempt to actually read the difficult passages but to read the questions first to see what kind of information was required. This saved much time and energy.

My preparation was limited to Cicero, Catullus, Vergil, and Ovid.

Although I knew that was seriously lacking, I obviously did OK, so I think it would be a waste of time to try to cram unfamiliar authors.

V. I have before me the 2nd, 3rd, and 4th year of Jenney's Latin, the 1984 edition. I believe that the literary selections from this text series will more than adequately prepare a student for the ExCET.

From Charles Jenney's **Second Year Latin** :

Caesar: Gallic Wars I-VII

Ovid: Metamorphoses
Daedalus & Icarus 8.183-235
Atalanta's Race 10.560-680
Creation 1.5-88
Flood 1.253-312
Pyramus & Thisbe 4.55-166
Orpheus & Eurydice 10.1-63

Plautus: Aulularia & Amphitruo (brief selections)

Nepos: Life of Alcibiades

From Jenney's Third Year Latin:

Cicero: Four orations against Catiline
De imperio Pompeii
Pro Archia
In Verrem (selections)
Epistulae (selections)

Sallust: Bellum Catilinae (selections)

Pliny: Epistulae (selections)

Ovid: Metamorphoses:
Deucalion & Pyrrha 1.313-415
Phaethon 2.1-328
Philemon & Baucis 8.620-724

Later Latin (selections)

From Jenney's Fourth Year Latin:

Vergil: Aeneid
Books I-VI
Books VII-XII (selections)
Eclogue IV

Ovid: Autobiography (Tristia 4.10)
Hard Life at Tomi (Tristia 3.10)
Dido to Aeneas (Heroides VII)
Founding of Rome (Fasti 4.809-852)
Cacus (Fasti 543-582)
Jason & Medea (Metam. 7.1-158)
Midas (11.85-145)
Perseus & Andromeda (Metam. 662-763)

Catullus: 3, 5,31,46,49,61,85,101,64.132-201 (Ariadne's lament)
(add 1 and 8, which I seem to recall were on the exam)

Horace: Odes: I.5,9,16,21,22,24,34,38;
Odes II.10,14;
Odes III.2,5,9,13,30
Odes IV.7

Martial: Epigrams
1.61,88,38,10,32; 8.56; 12.18,3,46; 10.47; 9.52; 5.58

(These are not presented in numerical order in Jenney) Meter is important. Be able to tell (multiple choice) how many dactyls a given line of hexameter has and where the caesura falls. For Catullus and Horace be able to identify the most important lyric meters (hendecasyllabic, Sapphic, elegaic couplet-- I think that's plenty).

Another useful prep tool would be copies of the National Latin

Examination from the last five or more years, available from the American Classical League. The format for this examination is very much the same as the ExCET.

VI. As far as the history is concerned, I would recommend knowing details about the distant areas in the Roman Empire. But, of course, is it really worth one's time to study in such detail? I would suggest that if someone has the time, and really wants to achieve a score in the upper percentile range, then it would be worth it. Otherwise, it is possible to pass the test reviewing more general information.

VII. I took the exam several years ago. My advice to examinees is to be prepared to translate a large amount of text in a short amount of time. There are only three or four questions about each relatively long passage, so examinees also need to be able to skim passages for key words.

VIII. I found that most passages were from the major authors that are most often read in typical upper level high school classes: Vergil, Horace, Catullus, Caesar, Cicero, and Pliny (his letter about the eruption of Vesuvius, as I recall).

When the questions are posed the grammatical answer is the correct answer (rather than style). Therefore a correct response (grammatically) will result in a high score regardless of familiarity with the texts.

IX. Vergil, Horace, Cicero, Caesar--these authors I remember, specifically, I know you don't want the passages, but Aeneid, the underworld, the carpe diem poem, and Caesar on the Druids I think I remember (but it has been 6 years)

Grammar text, with emphasis on subjunctive, sequence of tense, various methods of purpose, cases of gerunds with various Latin words, these I do remember.

X. The sheer volume of the reading might intimidate many, as there are many passages in Latin, and the temptation to carefully read each section might be there. I suggest reading quickly for meaning, and going back to answer with care the questions, in order to conserve energy and fortitude.

XI. There were three questions on the use of "nonne" and "num". I thought that was a lot for a minor point. There wasn't one on passive paraphrastic with dative of agent--or if there was I missed it and I was looking because that is one I often forget if I am not thinking. Lot of pronoun questions--reflexive or regular. Some Unus Nauta words in genitive and dative. They did have several questions on what kind of clause something was--purpose, etc, and what kind of ablative-agent, etc.

XII. For some strange reason, there were no scansion questions on the exam--not one!

Those things aside, everything else was very similar to what was in the practice tests. Many authors appeared on the test, including Vergil, Cicero, Horace, and Catullus, among others.

I found the most difficult part of the exam to be the section where you have to pick the sentence (in Latin) that best expresses the main idea of a given passage (also in Latin). This section actually appeared at the beginning of the test. To do well here, one must read lots of Latin before the exam. No short cut!

Working on Vocabulary

The best way to build vocabulary for the ExCET test is to read as much as possible in Latin from the following authors:

Aulus Gellius
Caesar
Catullus
Cicero
Cornelius Nepos
Horace
Livy
Martial
Ovid
Pliny the Younger
Sallust
Tibullus
Vergil

The following materials may also prove useful:

Latin vocabulary cards, available from:

Audio-Forum, 96 Broad Street, Suite A40, Guilford, CT 06437-2635. 800-243-1234. FAX 203-453-9774 (Catalog code SLTFLS, \$15.95)

Applause Learning Resources, 85 Fernwood Lane, Roslyn, NY 11576-1431. 800-253-5351. FAX 516-365-7484 (Catalog code PVLA, \$11)

Midwest European Publications, Inc., 8220 N. Christiana Ave., Skokie, IL 60076-2911. 800-753-6488. FAX 708-675-8607 (Catalog #1-55637-011-3, \$8.95).

Donald J. Brunel, Jr. *Basic Latin Vocabulary*. Available from American Classical League, Miami University, Oxford, OH 45056. 513-529-7741. FAX 513-529-7742. email: AmericanClassicalLeague@muohio.edu (Catalog #B101, \$6.25)

K.C. Masterman. *A Latin Word-List for use in Schools*. Melbourne: Macmillan & Co., 1947.
Lists words in different lists according to frequency.

Clyde Pharr, *Vergil's Aeneid, Books I-VI*. Lexington, MA, D.C. Heath and Co., 1964. Includes word lists organized by number of times words are found in *Aeneid* 1-6.

Vocabulary lists at end of most beginning and intermediate Latin texts.

Remember:

No matter what you do, you will probably run into some words in the passages on the exam that you do not know. **Don't panic.** Work around the vocabulary you do not know, and you will almost certainly be able to get enough sense out of the passage to answer the question posed.

Grammar & Meter

I. Verbs

A. Forms: note especially syncopated forms (e.g., *fuere* for *fuertunt*, *amasse* for *amavisse*)

B. Meanings of different tenses of indicative: present, future, imperfect, perfect, pluperfect, future perfect

C. Subjunctive

1. Independent clauses

a. hortatory (=jussive)

Eamus. Let's go.

b. potential

Videas canem. You would see a dog.

c. deliberative

Maneam aut abeam? Should I stay or should I go?

2. Conditions

3. Dependent clauses (**note for all of these sequence of tenses**)

a. indirect question

Nescio quis sit. I do not know who he is.

b. relative clause of characteristic.

Sunt qui bibant. There are those who drink. (i.e., who are the kind of people who drink)

c. purpose

1. with *ut*:

Misit nuntium ut victoriam nuntiaret. He sent the messenger to announce the victory.

2. With a relative pronoun:

Misit nuntium qui victoriam nuntiaret. He sent the messenger to announce the victory.

d. result

Tantam pecuniam habebat ut omnia emere posset. He had so much money that he could buy everything.

e. *cum* clauses

1. causal

Cum eum odissem, eum necavi. Since I hated him, I killed him.

2. concessive

Cum eum amarem, eum necavi. Although I loved him, I killed him.

3. temporal in past (temporal in present is usually indicative)

Cum Romae viverem, laetus eram. While I lived at Rome I was happy.

f. jussive noun clauses

Impero tibi ut eam serves.

g. clauses of fear

1. something I fear will happen starts with *ne*.

Timeo ne deficiat. I am afraid he will fail.

2. something I fear will not happen starts with *ut*

Timeo ut rem bene gerat. I am afraid that he will not succeed.

h. with *quin*

1. clauses of hindering

Obstabat quin abiret. She kept him from going away.

2. negative clauses of doubt

Non dubito quin rem bene geras. I do not doubt that you will succeed.

i. subordinate clauses within indirect statement

Dixit sacerdotes qui deos precati essent urbem servavisse. He said that the priests who had prayed to the gods had saved the city.

D. Infinitives

1. complementary

Possum videre te. I can see you.

2. indirect statement (**note use of accusative subject, and relative tenses**)

Dixit me fortem esse. He said that I was brave.

E. Imperative: for commands

F. Participles

1. present active

Vidimus feminam canentem. We saw the singing woman

2. perfect passive

Vidimus urbem captam. We saw the captured city.

3. future active

Vidimus milites urbem capturos. We saw the soldiers about to capture the city.

G. Gerund and gerundive, passive periphrastic

H. deponent verbs: passive in form, active in meaning

I. impersonal verbs: have no subject

Mihi opus est pecunia. I need money.

Tibi licet abire. You can go.

Me oportet linguae Latinae studere. I ought to study Latin.

J. Defective verbs (verbs missing some tenses): e.g., *odi*, *memini*

II. Nouns

A. Forms

B. Uses of cases

1. Nominative

a. subject

b. predicate

Mater mea liberta facta est. My mother became a freedwoman.

2. Genitive

a. possession

b. partitive

Pars Romae ardet. Part of Rome is burning.

c. description

Est vir summae virtutis. He is a man of the greatest courage.

d. objective

Amor Helenae omnes incendit. Love for Helen set everyone on fire.

e. subjective

Amor Helenae ei persuasit ut Menelaum relinqueret. Helen's love persuaded her to leave Menelaus.

f. with some verbs

Tui meminī. I remember you.

3. Dative

a. indirect object

b. possession

Mihi est soror. I have a sister.

c. purpose

Tibi auxilio ero. I will be a help to you.

d. with certain verbs

1. compound verbs

His adsentior. I agree to these things.

2. others

Mihi crede. Trust me.

e. agent (only with passive periphrastic)

Hic liber mihi legendus erat. I had to read this book.

4. Accusative

a. direct object

b. subject of indirect statement

Dixit me fugisse. He said that I had fled.

c. duration of time

Multos annos tecum laborabam. I worked with you for many years.

d. place to which

1. with various prepositions.

Curro ad Galliam. I am running to Gaul.

2. no preposition for cities, towns, and small islands

Curro Romam. I am running to Rome.

5. Ablative

a. means

Cenam nostram igni paravit. He prepared our dinner with fire.

b. manner

Magno studio pugnabat. He was fighting with great zeal.

c. accompaniment

Cum amicis veni. I came with my friends.

d. with some adjectives

Digna laude est. She is worthy of praise.

e. time when or within which

Hoc anno eos vicimus. This year we defeated them.

f. place from which

1. with various prepositions

Curro e Gallia. I am running out of Gaul.

2. without preposition for cities, towns, and small islands

Curro Roma. I am running from Rome.

g. comparison

Maior est te. He is bigger than you.

h. degree of difference

Multo sum altior quam tu. I am much taller than you.

i. ablative absolute

Cane viso, fugi. When I saw the dog (literally: the dog having been seen), I fled.

j. separation

Me metu liberavisti. You have freed me from fear.

k. with verbs *utor, fruor, fungor, potior, and vescor*

6. Vocative: for direct address

7. Locative: place where for cities, towns, and small islands, *domi*, and *ruri*.

Sum Romae. I am at Rome.

III. Pronouns

A. Forms

B. various types

personal: ego, tu, etc.

reflexive: se

intensive: ipse

indefinite: is, ea, id

interrogative: quis, quid (watch these and other words starting with "q")

relative: qui, quae, quod

IV. Adjectives

A. Forms

B. Agreement with nouns in case, number, and gender

C. various types

interrogative (qui, quae, quod)

possessive (meus, tuus, etc.)

demonstrative (hic, ille, iste)

V. Adverbs

A. Forms

B. Use

VI. Prepositions

A. Meaning

B. Which takes which case

VII. Conjunctions: et, sed, etc.

VIII. interrogatives

A. -ne: yes or no

Sumne pulcher? Am I pretty?

B. nonne: expects answer "yes"

Nonne sum pulcher? Am I not pretty?

C. num: expects answer "no"

Num sum pulcher? I am not pretty, am I?

IX. numerals

A. Cardinal (unus, duo, etc.)

B. Ordinal (primus, secundus, etc.)

C. frequentative (bis, ter, etc.)

X. comparatives and superlatives

A. comparatives: -ior, -ius, 3rd declension:

Volo diligentio rem magistrum. I want a more careful teacher.

B. superlatives: -issimus, a, um, 2nd declension

Volo diligentissimum magistrum. I want the most careful teacher.

C. Irregulars (e.g., *melior*, *optimus*, *peior*, *pessimus*)

XI. Meter: watch for numbers of spondees and dactyls, and for caesurae

A. dactylic hexameter

B. elegiac couplet

Indirect Statement

I. Occurs after verbs of saying, thinking, knowing, and perceiving.

II. Verb becomes *infinitive*.

III. Subject of verb becomes *accusative*.

Example: *Ego laudo*. I praise.

Scio me laudare. I know that I praise.

IV. *Tense* of infinitive.

a. Present infinitive: happens the same time as the main verb.

Scio me laudare. I know that I praise.

Sciebam me laudare. I knew that I was praising.

b. Perfect infinitive: happened before the main verb.

Scio me laudavisse. I know that I praised.

Sciebam me laudavisse. I knew that I had praised.

c. Future infinitive: happens after the main verb.

Scio me laudaturum esse. I know that I will praise.

Sciebam me laudaturum esse. I knew that I would praise.

Sample ExCET-type questions:

1. Fill in the blank in the sentence below:

Dixit suum amicum numquam _____.

- a. mentitur
- b. mentitus est
- c. mentitus esset.
- d. mentitum esse.

Answer: d, because the indirect statement requires the infinitive *mentitum esse*.

2. Fill in the blank in the sentence below:

Marcus putavit _____ patriam servavisse.

- a. tu
- b. tibi
- c. te
- d. tui

Answer: c, because the indirect statement requires the accusative subject *te*.

3. Plinius dixit se scholam conditurum esse.

Pliny:

- a. said that he had founded a school
- b. said that he intended to found a school
- c. said that he was in the process of founding a school
- d. said that he needed to found a school.

Answer: b, because the future infinitive *conditurum esse* states that the action in the indirect statement happens after the main verb *dixit*.

Gerunds & Gerundives

with thanks to David Cramer

I. The gerund is a verbal noun, just as the participle is a verbal adjective. That is, just as the participle is a verbal form that functions as an adjective, the gerund is a verbal form that functions as a noun. You must be careful, however, because in English both the gerund and the present participle end in *-ing*. You will have no problem, however, if you ask yourself whether the verbal form is adjectival or substantival. Noun or Adjective?

Leaving the theater, we ran into our friends. ("Leaving" = adj. modifying "we")

I like running. ("running" = a noun, the direct object of "like")

We saw a man running across the field. ("running" = an adj. modifying "man")

Swimming is fun. ("Swimming" = a noun, modified by the adj. "fun")

II. Forms:

Gen. *Amand-i* of loving

Dat. *Amand-o* to, for loving

Acc. *Amand-um* loving

Abl. *Amand-o* by, with loving

Examples:

Gen. *Labor amandi est facilis.*

Dat. *Ille dat operam* (he gives attention to) *legendo.*

Acc. *Ille amat legendum* (or *legere*).

Abl. *Ille discit legendo.*

As a noun, the gerund, like all nouns, is governed by other words in the sentence. It may be the indirect object, an ablative of means, etc. As a verb, it may, in theory, take an object of its own in the proper case. E.g.:

Discimus legendo libros.

Ille dat operam amando puellas.

N.B. We expect this construction by analogy with other constructions in Latin, but Latin authors, especially prose authors, tend to avoid it.

III. The Romans felt hesitant about using a gerund with a direct object, since they did not feel that it had a strong enough verbal connotation to govern a direct object. Therefore, when the gerund would have an object in the accusative case, Latin prefers to put this noun (the one which would be the direct object) in the case in which the gerund would appear, and to use the **gerundive**, in agreement with that noun:

Discimus legendo libros. ("We learn by reading books")

But Latin prefers the Gerundive: *Discimus libris legendis.*

("We learn by reading books.")

Ille dat operam amando puellas. ("He gives his attention to loving girls")

But Latin prefers the Gerundive: *Ille dat operam puellis amandis.*

("He gives his attention to loving girls")

The gerundive is a *passive* participle agreeing (like all adjectives) with a noun; the gerund is an *active* verbal noun.

Gerundive: **Passive verbal adjective**

Gerund: **Active verbal noun.**

Examples:

Genitive: *Ars docendi est difficilis.* (Gerund)

Ars docendi linguam Latinam est difficilis. (Gerund)

Ars linguae Latinae docendae est difficilis. (Gerundive)

Dative: *Operam dat docendo.* (Gerund)

...docendo linguam Latinam... (Gerund)

...linguae Latinae docendae. (Gerundive)

Ablative: *Discimus legendo.* (Gerund)

Discimus legendo philosophiam. (Gerund)

Discimus philosophia legenda. (Gerundive)

IV. Two expressions with the gerund or gerundive may be used to express purpose.

A. *ad* and the accusative of the gerund or gerundive, if there is an object, may be used to express the goal striven for (very much like "ad" used to express place to which or goal of motion) or **purpose**:

Venerunt ad videndum. or *Venerunt ad ludos videndos.*

B. *causa* or *gratia* (for the sake of) and the genitive of the gerund or the gerundive may also be used to express **purpose**.

Venerunt videndi causa. or *Venerunt ludorum videndorum causa*

V. Finally, the gerundive is used with the verb *esse* and a dative of agent to express obligation in the **passive periphrastic**.

With the passive periphrastic, the person who needs to do the action is expressed with a dative ("dative of agent")

Mihi hic liber legendus est.

"This book must be read by me," or "I must read this book"

N.B. The verb *esse* is often left out in the passive periphrastic, especially in the indirect statement.

Dixit mihi hunc librum legendum.

"He said that I should read this book".

Sample ExCET-type questions:

1. Fill in the blank in the sentence below.

Julia _____ a patria expellenda erat.

a. Augustus

b. ab Augusto

c. Augustum

d. Augusto

Answer: d, because the passive periphrastic requires the dative of agent *Augusto*.

2. Amici mei Romam profecti sunt ut matres viderent.

Which of the following sentences has the same meaning as the sentence above?

a. Amici mei Romam profecti sunt matribus visis.

b. Amici mei Romam profecti sunt ad matres videndas.

c. Amici mei Romam profecti sunt matribus videntibus.

d. Amici mei Romam profecti sunt et matres viderunt.

Answer: b, because the gerundival phrase *ad matres videndas* expresses purpose, as does *ut matres viderent*.

Sequence of Tenses

	Primary sequence	Secondary sequence (=Historical sequence)
I. Main verb:	present or future	imperfect, perfect, or pluperfect
II. Subordinate subjunctive		
A. Action the same time or after main verb	present	imperfect
B. Action before main verb	perfect	pluperfect

Examples:

I. Primary sequence, when subjunctive expresses action at same time or after main verb:

Rogo (rogabo) quid faciat.

I am asking (I will ask) what he is doing, or what he will do.

II. Primary sequence, when subjunctive expresses action before main verb:

Rogo (rogabo) quid fecerit.

I am asking (I will ask) what he did.

III. Secondary sequence, when subjunctive expresses action at same time or after main verb:

Rogavi (rogabam, rogaveram) quid faceret.

I asked (I was asking, I had asked) what he was doing, or what he would do.

IV. Secondary sequence, when subjunctive expresses action before main verb:

Rogavi (rogabam, rogaveram) quid fecisset.

I asked (I was asking, I had asked) what he had done.

Sample ExCET-type questions:

1. Fill in the blank in the following sentence:

Nescio cur _____.

a. fugiebas.

b. fugisti

c. fugeris.

d. fugisses.

Answer: c (*fugeris*, perfect subjunctive) because a subjunctive is required in an indirect question (hence the indicatives *fugiebam* and *fugisti* [a and b] are impossible), and the pluperfect subjunctive *fugisses* (d) cannot occur after a present main verb like *nescio*.

2. Fill in the blank in the following sentence:

Rogabant quomodo urbs _____.

- a. inventa sit
- b. inveniatur
- c. inventa esset
- d. invenitur.

Answer: c (*inventa esset*, pluperfect subjunctive) because a subjunctive is required in an indirect question (hence the indicative *invenitur* [d] is impossible), and the perfect subjunctive *inventa sit* (a) and the present subjunctive *inveniatur* (b) cannot occur after an imperfect main verb like *rogabant*.

3. Read the following sentence and answer the question below:

Rogat quid fecerit.

In this sentence, the action expressed by the word fecerit happens

- a. after the action expressed by the word rogat.
- b. before the action expressed by the word rogat.
- c. at the same time as the action expressed by the word rogat.
- d. in the future.

Answer: b (before the action expressed by the word rogat), because fecerit is a perfect subjunctive, and the perfect subjunctive expresses action that occurs before the action of the main verb upon which the perfect subjunctive is dependent.

Conditions

I. Simple fact conditions (Here Latin uses the same moods and tenses as English).

A. In present time: present indicative in both clauses.

Si laboras, vincis. If you work, you win.

B. In past time: imperfect or perfect indicative in both clauses.

Si laborabas (laboravisti), vincebas (vicisti). If you worked, you conquered.

II. Future conditions

A. Future more vivid (I am pretty sure that the action in the "if" clause will occur): future or future perfect indicative in the "if" clause, future indicative in the other clause.

Si laborabis (laboraveris), vinces. If you work you will win.

B. Future less vivid (I have some doubt that the action in the "if" clause will occur): present subjunctive in both clauses.

Si labores, vincas. If you were to work, you would win. or If you should work, you would win.

III. Contrary to fact conditions

A. In present time (the action in the "if" clause is not occurring): imperfect subjunctive in both clauses.

Si laborares, vinceres. If you worked, you would win.

B. In past time (the action in the "if" clause did not occur): pluperfect subjunctive in both clauses.

Si laboravisses, vicisses. If you had worked, you would have won.

Sample ExCET-type questions:

1. Fill in the blank in the following sentence:

Si Caesar Romam _____, Cicero orationem faciat.

- a. veniat
- b. veniret
- c. venisset
- d. veniet.

Answer: a, because the future less vivid condition requires the present subjunctive *veniat*.

2. Si Calpurniae credidisset, Caesar ad forum non isset.

The action in the first (conditional) clause of the above sentence:

- a. might occur

b. did not occur

c. did occur

d. will occur

Answer: b, because the contrary to fact condition states that an action did not occur.

Troublesome Words Beginning with Q

1. *quam*

a. with a superlative: "as X as possible."

quam celerrime: as swiftly as possible

b. with a comparative: "than"

Ego sum maior quam tu. I am bigger than you.

c. feminine accusative singular of relative pronoun.

Femina quam amo me laudat. The woman I love praises me.

d. in exclamations and indirect questions: "how"

Quam magna est Roma! How big Rome is!

Rogavit quam diu mansissem. He asked how long I had stayed.

2. *quidam, quaedam, quoddam*: a certain person or thing

Quidam Galli Helvetios adiuvabant.

Certain Gauls were helping the Helvetians.

3. *quidem*: indeed, truly, at least

Ego quidem legatos misi.

I at least sent ambassadors.

BUT: *ne... quidem*: "not even"

Ne Graeci quidem Vergilium contemnebant.

Not even the Greeks despised Vergil.

4. *quin*

a. in a main clause: "indeed"

Possum? Quin debes.

May I? Indeed you must.

b. in a subordinate clause after verbs like *dubitare*: "that"

Non dubito quin Romani victuri sint.

I do not doubt that the Romans will be victorious.

c. in clauses of hindering: "from" or "but that"

Non obstabat quin abiret.

She did not keep him from going away.

5. *quis, quid*

a. in direct or indirect questions: interrogative pronoun ("who," "what")

Rogavit quis Gallos adiuvisset.

He asked who had helped the Gauls.

b. after *si, nisi, num, or ne*: = *aliquis, aliquid* ("someone," "anyone", "something," "anything")

Si quis me adiuvabit, vincam.

If anyone helps me, I will win.

6. *quisque, quaeque, quodque*: each

Quisque discipulus discit.

Each student learns.

7. **quisquis, quaequae, quidquid**: "whoever," "whatever"

Quidquid, id est, timeo Danaos et dona ferentes.

Whatever it is, I fear Greeks even when they bring gifts.

8. **quod**

a. neuter nominative or accusative singular of relative pronoun ("which," "that")

Oppidum quod cepit magnum erat.

The town that he captured was big.

b. because, "as to the fact that"

Belgi fortes sunt quod cum Germanis pugnant.

The Belgians are brave because they fight with the Germans.

9. **quomodo**: "how"

Nescio quomodo frumentum inventum sit.

I do not know how the grain has been found.

10. **quo**: to where

Quo vadis?

Where are you going?

11. **qua**: "by which way," "where"

Illuc qua veniam?

In what way should I come there?

Culture: Principal Areas to Study

1. Roman history: major events through the death of Nero (68 AD); rulers; expansion of empire
2. principal magistracies, major features of republican government

3. Roman religion: principal gods and most important religious officials
4. Topography: the most important monuments and locations in the city of Rome
5. Roman authors: names, relative dates, and works of the major authors, principal Greek influences
6. Etymology: languages derived from Latin , Latin in English
7. The major rhetorical tropes and literary devices
8. Roman education

Major Events of Roman History and Legend

through AD 68 (all dates BC unless otherwise noted)

c. 1180: legendary fall of Troy, Aeneas sails to Italy
 753: legendary founding of Rome by Romulus and Remus

7 Kings of Rome:

Romulus

Wolf, Rape of Sabine Women, Alliance with Sabines and Titus Tatius

Numa

started many of Rome's religious practices

Tullus Hostilius

conquest of Alba Longa

Horatii and Curiatii

Ancius Marcius

beginning of ritual of *fetiales* for declaring war

Tarquinius Priscus

from Etruria; wife Tanaquil

Servius Tullius

born a slave; taken in by Tanaquil and Tarquinius; Servian wall, census

Tarquinius Superbus

kills Servius at instigation of wife Tullia; conquest of Gabii; building of *cloaca maxima*

509: Rape of Lucretia by Sextus Tarquinius: Romans under Lucius Brutus expel kings

287: *lex Hortensia* ends centuries-long strife between patricians and plebeians over such matters as intermarriage, magistracies, and distribution of grain.

major figures in this period: Coriolanus, Cincinnatus
wars in this period with Latins, Aequi, Volsci, and Samnites

281-272: War with Pyrrhus finishes Rome's conquest of Italy south of Po
major figure: Appius Claudius Caecus

264-241: First Punic War brings Rome Sicily; Corsica and Sardinia taken shortly thereafter
major figures: Hamilcar, Regulus

218-201: Second Punic War brings Rome Spain
major figures: Hannibal, Fabius Maximus, Marcellus, Scipio Africanus
most important battles: Trasumene, Cannae, Zama

200-196: Second Macedonian War:
Rome becomes most powerful force in Greece
major figures: Philip V of Macedon, Flamininus
major battle: Cynoscephalae

2nd century: continual controversy about how best to respond to Greek culture and new wealth
major figures: Cato the Censor, Scipio Aemilianus

192-188: War with Antiochus the Great: Rome gets foothold in Asia Minor
major battle: Magnesia

171-167: 3rd Macedonian War: Rome controls Greece
major figures: Perseus of Macedon, Aemilius Paullus
major battle: Pydna

149-146: Third Punic War: Carthage destroyed, Africa a province
major figure: Scipio Aemilianus

133: Kingdom of Pergamum willed to Rome: becomes province of Asia

133: Tribune of Tiberius Gracchus

123-22: Tribune of Gaius Gracchus

111-105: Jugurthine War: Jugurtha defeated after showing corruption of Roman aristocracy; first glory of Marius and Sulla

102-101: Marius defeats Cimbri and Teutones

90-88: Social Wars: Rome's Italian allies rebel and gain citizenship

89-85: First Mithridatic War: Mithridates of Pontus troubles Asia and Greece

87-82: Civil War between Marians and Sullans

82-81: Dictatorship of Sulla

74-63: Third Mithridatic War

major figures: Lucullus, Pompey

63: Revolt of Catiline

major figures: Catiline, Cicero, Julius Caesar, Cato

63-49: repeated strife and violence between factions

major figures: Cato the Younger, Cicero, Publius Clodius

60: "First Triumvirate": Julius Caesar, Pompey, Crassus

59: Caesar's first consulship

58-50: Caesar conquers Gaul

49-46: Civil War between Caesareans and Pompeians

major battle: Pharsalus

44: Assassination of Caesar:

major figures: Cassius, Brutus, Marc Antony

44-42: War between Caesar's successors and his assassins

major figure: Octavian

major battle: Philippi

43: Second triumvirate: Octavian, Antony, Lepidus

31: Octavian defeats Antony and Cleopatra at battle of Actium

27: Octavian becomes princeps and Augustus

First Roman emperors:

Augustus: 27-AD 14

creation of principate; trouble over succession, exile of daughter Julia, urban renewal in Rome, defeat of Quinctilius Varus by Germans means empire will stop at Rhine (AD 9)

Tiberius: AD 14-37

death of Germanicus (19); conspiracy and fall of Sejanus (31), trials for *maiestas*

Caligula: AD 37-41

Claudius: AD 41-54

conquest of southern Britain: AD 43

Nero: AD 54-68:

Great fire at Rome and first persecution of Christians (AD 64), Pisonian conspiracy (AD 65)

AD 68: Nero overthrown: end of Julio-Claudian dynasty

Major Features of Roman Government under the Republic

I. Two highest social classes

A. **senate**: members are magistrates, former magistrates, or descended from magistrates

B. **equites**: members of wealthiest class not in the senate

II. Other class divisions

A. **patricians**: traditionally the highest class of Rome: originally the class holding almost all political power (by the middle Republic the wealthiest plebeians were virtually equal to the patricians)

B. **plebeians**: everybody besides the patricians (though the term was also sometimes used to mean free persons of less wealth than the senators and equites)

C. **freedmen**: former slaves

D. **slaves**

III. Assemblies

A. **comitia centuriata**: divided into centuries, or groups of one hundred: declares war, elects consuls, praetors, and censors, judges some cases

B. **comitia tributa**: divided into tribes: votes on legislation, elects some magistrates, judges some cases

C. **concilium plebis**: made up of only plebeians (i.e., no patricians), divided into tribes: elects tribunes of the plebs, votes on some legislation, judges some cases

D. **contio**: an informal assembly with no power to judge, enact legislation, or elect anyone

IV. Principal powers and duties of Senate

A. diplomacy

B. appoints governors

C. declares war (with approval of comitia centuriata)

D. levies troops

E. public finances

F. must approve general's request for triumph

H. sponsors religious festivals

V. Magistracies (all except censor and dictator have one-year terms)

A. cursus honorum (required progression from lowest to highest office)

1. **quaestor**: usually one's first magistracy: 20 quaestors serve as treasurers; minimum age 31

2. **praetor**: 8 praetors serve as judges, often become propraetors to govern provinces after office is completed; minimum age 40

3. **consul**: 2 consuls are chief executives: lead armies, preside over Senate and assemblies; often become proconsuls to govern provinces after office is completed; minimum age 43

B. Others

1. **aedile**: often held between quaestorship and praetorship: four aediles oversee games and public works

2. **censor**: held by senior statesman: 2 censors elected every 5 years for a 1 1/2 year term; oversee census and public works

3. **dictator**: appointed and given absolute power in time of emergency

4. **magister equitum**: assistant to dictator

5. **tribune of the plebs**: originally established to protect rights of plebeians against patricians; 10 tribunes (number varies) can veto legislation and can preside over senate

Roman Religion

I. Principal gods

A. 12 Olympians

Jupiter (= Jove): king of gods

Juno: Jupiter's wife, presides over affairs of matrons

Minerva: goddess of wisdom, crafts, war

Mars: god of war

Apollo: god of archery, poetry, sometimes sun

Diana: goddess of the hunt, childbirth, the moon

Mercury: messenger god, god of commerce, thieves

Ceres: goddess of grain

Bacchus (= Liber): god of wine

Vulcan: blacksmith god

Neptune: god of the sea

Venus: goddess of love

B. Others

Pluto (= Dis): god of the underworld

Vesta: goddess of the hearth, and of the sacred flame in the Roman forum

Quirinus: deified Romulus

Janus: god of beginnings and endings

Saturn: father of Jupiter: Italian god of agriculture

II. Major religious officials

A. **pontifices**: under leadership of *pontifex maximus*, these priests supervised all religious matters

B. **flamines**: priests dedicated to specific gods (e.g., *flamines martiales* serve Mars)

C. **augurs**: observe bird signs to see if conditions are propitious for such events as assemblies and the entering into office of new magistrates

D. **fetiales**: perform rituals surrounding the declaration of war

E. **Vestal virgins**: keep the sacred fire of Vesta

F. **haruspices**: examine the entrails of animals to see if conditions are propitious for such events as assemblies and the entering into office of new magistrates; these seers, unlike the augurs, do not have official religious authority

G. **quindecimviri sacris faciundis**: keep the Sibylline books, and consult them in response to prodigies

Some Major Features of the Topography of Rome

The Seven Hills

Palatine (1st center of Rome; home of wealthy in Republic, then of emperors)
Capitoline (temple of Jupiter Optimus Maximus on its top; carcer on its slopes)
Esquiline
Quirinal
Viminal
Aventine
Caelian

Forum: center of civic and commercial life: buildings included

Temple of Vesta
Temple of Castor and Pollux
Temple of Jupiter Stator
Basilicas
Sacra Via starts here and runs to Alba Longa

Colosseum (also called the Flavian Amphitheater): built 80 AD, under emperor Titus

Circus Maximus

Fora of Julius Caesar, Augustus, Nerva, Trajan

Campus Martius: area outside of city walls where voting took place; monuments included:

Pantheon
Mausoleum of Augustus
Ara Pacis

Baths of Trajan, Caracalla, Diocletian

Cloaca Maxima

Theater of Pompey: Rome's 1st stone theatre, built 55 BC

Appian Way: leads out of Rome to Brundisium

Aqua Appia: 1st major aqueduct (built 312 BC)

Growth of the Roman Empire

(all dates BC unless otherwise stated)

REGION	DATE MADE PART OF THE EMPIRE	EVENTS
Italy south of Po	c.753-c.272 BC	Wars with various peoples, including Latins, Etruscans, Samnites, Greeks, Pyrrhus
Sicily, Sardinia, Corsica	c. 241	End of 1st Punic War
Spain	c. 201	End of 2nd Punic War (wars with Spaniards continue much longer)
Macedonia and Greece	196-146	Wars with Philip of Macedon, Perseus of Macedon, Greeks
Africa around Carthage	146	End of 3rd Punic War
Asia (modern day Turkey)	133	Will of Attalus of Pergamum
Gallia Narbonensis	101	Defeat of Cimbri and Teutones
Rest of Gaul	58-50	Conquests of Caesar
Egypt	30	Defeat of Antony and Cleopatra

Britain	AD 43	Conquests under Claudius
Dacia (Romania)	AD 106	Conquests under Trajan
Mesopotamia	AD 115-117	Conquests under Trajan (given up at Trajan's death)

Major Modern Languages Derived from Latin

1. French
2. Italian
3. Portuguese
4. Rumanian
5. Spanish

Latin in English

It has been estimated that some 55% of English words are derived from Latin. They come mainly from

1. Norman French, brought to England with William the Conqueror (AD 1066).
2. Borrowings from Latin in the Renaissance and later.
3. Scientific terms.

Principal Rhetorical Tropes and Literary Devices used in Latin

1. alliteration: repetition of the same letter at beginning of words or syllables:

Marcus **me** **mom**ordit.

2. anaphora: the repetition of a word or phrase for emphasis:

non feram, **non** sinam, **non** patiar

3. anastrophe: inversion of usual word order (e.g., preposition after the word it governs)

te propter vivo (instead of the expected *propter te vivo*)

4. aposiopesis: breaking off in the middle of a sentence

quem ego.... sed non possum pergere. ("Whom I... But I cannot go on.")

5. apostrophe: addressing a person who is not present

O maiores, quid diceretis de hac re? ("Oh ancestors, what would you say about this matter?")

6. asyndeton: omission of conjunctions

videt, sentit, scit

7. chiasmus: "abba" arrangement of words

magnas urbes oppida parva (adjective, noun, noun, adjective)

8. ellipsis: omission of words

Dixit me inventum. ("He said I had been found." *esse* is missing).

9. hendiadys: use of two nouns together to express a noun modified by an adjective

luctus et labor (meaning "grievous toil")

10. hyperbole: exaggeration

Catilina est mons vitiorum. ("Catiline is a mountain of vices.")

11. hysteron proteron: placing first what the reader might expect to come last

mortuus est et hostem inruit ("He died and he rushed against the enemy")

12. litotes: use of a negative to express a strong positive

Haud stultus erat Cicero. ("Cicero was very intelligent").

13. metaphor: expression of meaning through an image

Horatius est lux litterarum Latinarum. ("Horace is the light of Latin literature.")

14. metonymy: substitution of one word for another that it suggests

Neptunus me terret (to mean, "the sea frightens me").

15. onomatopoeia: use of words that sound like their meaning

Murmurant multi (the "m"s produce the sound of murmuring).

16. oxymoron: use of an apparent contradiction

parvum monstrum

17. personification: attribution of human characteristics to something not human

Ipsa saxa dolent. ("The rocks themselves grieve")

18. pleonasm: use of superfluous words

Oculis me videt. ("She sees me with her eyes.")

19. polysyndeton: use of many conjunctions

et videt et sentit et scit

20. prolepsis (anticipation): use of a word sooner than it would logically appear

submersis obruit puppis ("he overwhelms the sunken ships").

21. simile: comparison using a word like *sicut*, *similis*, or *velut*.

Volat sicut avis. ("He flies like a bird.")

22. synecdoche: use of part to express a whole

Prora in portam navigavit. ("The ship sailed into the harbor." *prora* [prow] for *navis* [ship]).

23. tmesis: the separation of a compound word into two parts

saxo cere comminuit brum (for *saxo cerebrum comminuit*; "He smashed his brain with a rock.").

24. tricolon crescens: combination of three elements, increasing in size

non ferar, non patiar, non tolerabo

25. zeugma: use of one word in two different senses simultaneously

Aeneas tulit dolorem et patrem Troia. (Aeneas carried grief and his father from Troy).

Roman Education

Typical steps in the education of an upper-class Roman boy in the late Republic:

Typical Ages	Teachers	Subjects
7-11	magister ludi	basic reading and writing
12-15	grammaticus	grammar, literature, sometimes some rudiments of rhetoric
16-18	rhetor	rhetoric

Many youths would finish their education with a trip to Greece (usually Athens), to study with Greek rhetoricians and philosophers

Practice Test for the Latin ExCET

A. Answer the following questions:

1. The rape of Lucretia led to:
 - a. the end of the monarchy in Rome
 - b. the beginning of the Roman empire
 - c. the death of Julius Caesar
 - d. the success of the plebeians over the patricians.

2. The civil wars of 87-82 BC were fought between:
 - a. Caesareans and Pompeians
 - b. Marians and Sullans
 - c. Augustus and Antony
 - d. patricians and plebeians

3. Which of the following words has the Latin word for "almost" as its base:
 - a. penicillin
 - b. penitentiary
 - c. peninsula
 - d. penitent

4. Which of the following abbreviations is Latin in its origin?
 - a. B.C.
 - b. Q.E.D.
 - c. D.O.A.
 - d. V.D.

5. Which of the following is Ovid's major work?
 - a. *Metamorphoses*
 - b. *Amphitruo*
 - c. *Aeneid*
 - d. *Satyricon*

6. Under which Roman ruler did the second invasion of Britain occur?
 - a. Julius Caesar
 - b. Nero
 - c. Claudius
 - d. Augustus

7. Who was the Roman goddess of wisdom?
 - a. Juno
 - b. Venus
 - c. Ceres
 - d. Minerva

8. Where were horse races held in Rome?
- a. the Colloseum
 - b. the Circus Maximus
 - c. the Palatine
 - d. the forum
9. Which of the following languages does **not** derive from Latin?
- a. Roumanian
 - b. German
 - c. Italian
 - d. Portuguese
10. Which of the following was **not** a king of Rome?
- a. Romulus
 - b. Scipio
 - c. Numa
 - d. Tarquinius.
11. The first great persecution of Christians occurred under the emperor
- a. Augustus
 - b. Tiberius
 - c. Caligula
 - d. Nero.
12. Which of the following authors did **not** write plays?
- a. Plautus
 - b. Horace
 - c. Seneca
 - d. Terence.
13. Which of the following magistrates was usually responsible for holding festivals?
- a. censor
 - b. aedile
 - c. consul
 - d. dictator.
14. Household gods in ancient Rome were called.
- a. flamines
 - b. manes
 - c. lares and penates
 - d. animalia
15. Which of the following was one of the types of poetry Horace wrote?
- a. satire
 - b. elegy

- c. epic
- d. epigram

16. The *Annales* were written by

- a. Vergil
- b. Livy
- c. Seneca
- d. Tacitus

17. Aside from Homer, which Greek author had the greatest influence on Latin literature?

- a. Callimachus
- b. Sophocles
- c. Aristophanes
- d. Herodotus

18. In the stage of Roman education closest to our high school, Roman boys studied with a:

- a. magister ludi
- b. grammaticus
- c. paedagogus
- d. rhetor

19. Which of the following Greek poets had the most significant influence on Latin lyric poetry?

- a. Menander
- b. Sappho
- c. Euripides
- d. Apollonius of Rhodes

B. Read the following sentences and answer the questions below.

1. Tyranni subito urbes deleverunt.

Which of the following sentences expresses the same idea as the above sentence?

- a. Tyranni subito ab urbibus deleti sunt.
- b. Urbes subito ab tyrannis deletae sunt.
- c. Urbes subito tyrannorum deletae sunt.
- d. Urbes subito ab tyrannis delentur.

Choose the correct way of turning the following sentences from direct to indirect statements or questions:

2. Sum miles optimus.

- a. Dixit se esse militem optimum
- b. Dixit se fuisse militem optimum.
- c. Dixit se esse miles optimum.
- d. Dixit eum esse militem optimum.

3. Sum magnus, quia laboravi.
- a. Dixit se esse magnum, quia laboravit.
 - b. Dixit se esse magnum, quia laboraret.
 - c. Dixit se esse magnum, quia laborare.
 - d. Dixit se esse magnum, quia laboravisset.

4. Quid vis?
- a. Rogavit quid vellem.
 - b. Rogavit quid volo.
 - c. Rogavit quid volui.
 - d. Rogavit quid voluerim.

5. Cur fugistis?
- a. Rogavit cur fugimus.
 - b. Rogavit cur fugiamus.
 - c. Rogavit cur fugeremus.
 - d. Rogavit cur fugissemus.

6. Cur fugistis?
- a. Rogat cur fugimus.
 - b. Rogat cur fugiamus.
 - c. Rogat cur fugerimus.
 - d. Rogat cur fugeremus.

Choose the phrase which does **not** express the same meaning as the phrase underlined.

7. Studemus ut linguam Latimam discamus.
- a. ad linguam Latinam discendam
 - b. ad linguam Latinam discendum
 - c. linguae Latinae discendae causa
 - d. lingua Latina discenda

8. Caesar milites vocabat pugnandi causa.
- a. ut pugnarent
 - b. qui pugnarent
 - c. ad pugnandum
 - d. cum pugnarent.

Choose the phrase which best expresses the same meaning as the phrase underlined.

9. Parentibus servatis, filii gaudebant.
- a. Cum parentes servavissent
 - b. cum parentes servarent
 - c. cum parentes servabant
 - d. cum parentes servent.

10. Quamquam amici vocant, remanet in urbe.
- a. amicis vocatis

- b. amicis vocantibus
- c. amicos vocans
- d. amicis vocaturis.

11. Latrones debent poenas dare.

- a. Poenis latrones dandi sunt.
- b. Poenae latronibus dandae sunt.
- c. Latronibus poenis dandi sunt.
- d. Latrones poenas dandi sunt.

Fill in the blanks.

12. _____ iuvit Tarquinius?

- a. quis
- b. quem
- c. cui
- d. cuius.

13. _____ iuvit Tarquinius?

- a. quis
- b. quem
- c. cui
- d. cuius.

14. Puella, _____ patrem diligis, tibi gratias agit.

- a. quem
- b. quam
- c. cuius
- d. quibus

15. Curro _____ quam soror mea.

- a. facilis
- b. facile
- c. facilius
- d. facillime.

16. _____ hostem superavit?

answer: manu hostem superavit.

- a. quo
- b. quam
- c. qualis
- d. quis.

17. Which of the following words means "tenth"?

- a. decem
- b. decim

- c. decimus
- d. december.

Select the indirect question that best matches the sentence below.

18. "Cur properas?" quaerit amicus.
- a. Amicus rogat cur properem.
 - b. Amicus rogat cur properaverim.
 - c. Amicus rogavit cur properem.
 - d. Amicus rogavit cur properavissem.

19. Select the indirect question that best matches the sentence below.

- "Unde veniunt?" quaerebant nautae.
- a. Nautae rogabant unde venirent.
 - b. Nautae rogabant unde venissent.
 - c. Nautae rogabant unde veniant.
 - d. Nautae rogant unde veniant.

20. Which verb form best completes this sentence?

Cum Alpes _____, Hannibal Romam petivit.

- a. transit
- b. transivisset
- c. transeat
- d. transiverit.

21. Which verb form best completes this sentence?

Cicero libros scripsit ut Romanos _____.

- a. doceat
- b. doceret
- c. docuisset
- d. docebit.

22. Which word best completes this question-answer sequence?

_____ servavisti? Filium meum servavi.

- a. quis
- b. quem
- c. cuius
- d. cui.

C. Read each of the following passages and answer the questions below.

I. (From Cicero)

Formam quidem _____, (1) Marce fili, et tamquam faciem honesti _____ (2)

"quae si oculis cerneretur, mirabiles amores," ut ait Plato, "excitaret

_____.(3)"

Choose the word that best fills in the blank.

1.

- a. ipsi
- b. ipsam
- c. ipse
- d. ipsa

2.

- a. videam
- b. videtis
- c. vides
- d. visa

3.

- a. sapientiae
- b. sapientia
- c. sapientiam
- d. sapientias

II. (From Pliny the younger)

Iam dies alibi, illic nox omnibus _____ (4) nigrior densiorque; _____ (5) tamen faces multae variaque lumina solabantur. Placuit _____ (6) in litus et ex proximo aspicere, ecquid iam mare admitteret; quod adhuc vastum et adversum permanebat.

Choose the word that best fills in the blank.

4.

- a. nox
- b. noctem
- c. noctis
- d. noctibus

5.

- a. quam
- b. quem
- c. quibus
- d. qua

6.

- a. egrediatur
- b. egredi
- c. egredere
- d. egressus sit

III. (From Catullus)

Cui dono lepidum novum libellum

arida modo pumice _____ (7)?
Corneli, tibi: namque tu solebas
meas esse aliquid putare nugas
iam tum cum ausus _____ (8) unus Italorum
omne aevum tribus explicare cartis
_____ (9), Iuppiter, et laboriosis!

Choose the word that best fills in the blank.

7.

- a. expolito
- b. expolita
- c. expoliti
- d. expolitum

8.

- a. est
- b. sum
- c. es
- d. sint

9.

- a. doctus
- b. doctis
- c. doceas
- d. docere

IV. (From Aulus Gellius)

"vetus" inquit "et nobilis Arion cantator fidibus
fuit. is loco et oppido Methymnaeus, terra
atque insula _____ (10) Lesbios fuit. eum
Arionem _____ (11) Corinthi Periander amicum
amatumque habuit _____ (12) gratia."

Choose the word that best fills in the blank.

10.

- a. omnem
- b. omnes
- c. omni
- d. omnibus

11.

- a. regem
- b. regi

- c. regis
- d. rex

12.

- a. ars
- b. artem
- c. arti
- d. artis

V. (From Livy)

Brutus illis luctu occupatis, cultrum ex _____ (13) Lucretiae extractum manante cruore prae se tenens, "Per hunc," inquit, "castissimum ante regiam iniuriam sanguinem iuro, vosque, di, testes facio me L. Tarquinius Superbum cum scelerata coniuge et omni liberorum stirpe ferro igni quacumque dehinc vi possim exsecuturum, nec illos nec alium quemquam regnare Romae passurum."

13. What word best fills in the blank in the first line?

- a. volnus
- b. volnera
- c. volnere
- d. volnerum.

14. Which of the following Latin sentences best summarizes this passage?

- a. Brutus, cultro extracto, iuravit se reges expulsurum esse.
- b. Brutus, Lucretia servata, iuravit se reges expulsurum esse.
- c. Brutus, cultro extracto, iuravit se liberos inventurum esse.
- d. Brutus, L. Tarquinio Superbo expulso, cultrum ex corpore Lucretiae extraxit.

15. Which of the following words is not a direct object?

- a. cultrum
- b. vos
- c. me
- d. illos

16. Where does Brutus hold the dagger?

- a. in front of himself
- b. in front of his companions
- c. in front of Lucretia
- d. in front of Tarquinius Superbus.

17. What is the best translation of illis luctu occupatis?

- a. when they were being seized by grief
- b. when they had seized grief
- c. when they had been seized by grief
- d. when they were seizing grief.

18. Which of the following best describes the dagger?

- a. it is wet with blood
- b. it had dried blood on it
- c. it has been cleaned of blood
- d. it will soon be bloody

VI. (From Pliny).

Si quando urbs _____ (19) liberalibus studiis floruit, nunc maxime floret. Multa claraque exempla sunt; sufficeret unum, Euphrates philosophus. Hunc ego in Syria, cum adulescentulus militarem, domi inspexi, amarique ab eo laboravi, etsi non erat laborandum.

19. What word best fills in the blank in the first line?

- a. noster
- b. nostrum
- c. nostra
- d. nostrae.

20. Which is the best translation of *sufficeret unum*?

- a. one would be sufficient
- b. one is sufficient
- c. one will be sufficient
- d. one was sufficient.

21. Select which of the following is a correct translation of the last sentence in this passage:

- a. I saw this man at home in Syria, when I was a soldier as a young man, and I worked to be loved by him, although it was not necessary to work.
- b. I saw this man at home in Syria, when I was a soldier as a young man, and I worked to be loved by him, although he was not working.
- c. I saw this man at home in Syria, when I was a soldier as a young man, and I worked to be loved by him, although it is necessary to work.
- d. I saw this man at home in Syria, when I was a soldier as a young man, and I worked to be loved by him, although I was not working.

VII. (From Caesar)

Caesar his de causis _____ (22) commemoravi Rhenum transire decreverat, sed _____ (23) transire neque satis tutum esse arbitrabatur neque suae neque populi Romani dignitatis esse statuebat. Itaque, etsi summa difficultas _____ (24) pontis proponebatur propter latitudinem, rapiditatem, altitudinemque fluminis, tamen id sibi contendendum aut aliter non traducendum exercitum existimabat.

Choose the word that best fills in the blank

22.

- a. cuius
- b. quas

- c. quibus
- d. quorum

23.

- a. naves
- b. navium
- c. navibus
- d. navem.

24.

- a. facere
- b. faciendi
- c. facti
- d. faci

25. Which of the verbs in the above passage is passive?

- a. arbitrabatur
- b. existimabat
- c. decreverat
- d. proponebatur.

26. Which of the following did not make it hard to build a bridge?

- a. the presence of the enemy
- b. the width of the river
- c. the depth of the river
- d. the swiftness of the river

VIII. (From Cicero)

Quae cum ita sint, Catilina, dubitas, si emori aequo animo non potes, _____ (27) in aliquas terras et vitam istam, multis suppliciiis iustis debitisque ereptam, fugae solitudinique mandare? " _____ (28)," inquis, "ad senatum"; id enim postulas et, si hic ordo sibi placere decreverit te ire in exsilium, _____ (29) te esse dicis.

Choose the word that best fills in the blank

27.

- a. abeo
- b. abeundum
- c. abire
- d. abi

28.

- a. tulisti
- b. refers
- c. referre
- d. refer

29.

- a. obtemperatum
- b. obtemperare
- c. obtemperatum
- d. obtemperas

30. What is the best translation of *emori*?

- a. I die
- b. I died
- c. to die
- d. to have died.

31. Cicero imagines Catiline saying

- a. that he is willing to listen to Cicero
- b. that he will listen, if the senate demands that he go
- c. that he will never return to the senate
- d. that he wishes to stay with the senate

IX. (From Ovid)

ecce nepos Cadmi dilata parte laborum
per nemus ignotum non certis passibus errans
pervenit in lucum: sic _____ (32) fata ferebant.
Qui simul intravit rorantia fontibus antra,
sicut erant nuda, viso sua pectora nymphae
percussere viro subitisque ululatibus omne
implevere nemus circumfusaeque Dianam
corporibus texere suis.

32. What word best completes the blank in the third line?

- a. illam
- b. ille
- c. illum
- d. illis

33. What is the best translation of *texere*?

- a. they covered
- b. to cover
- c. to be covered
- d. they cover

34. What happens in the passage?

- a. the grandson of Cadmus accidentally sees Diana and her nymphs naked.
- b. Diana punishes the grandson of Cadmus for seeing her naked.
- c. the nymphs show Diana to the grandson of Cadmus
- d. Diana appears to the grandson of Cadmus

X. (From Vergil)

- (1) Primus ibi ante omnis magna comitante caterva
- (2) Laocoon ardens summa decurrit ab arce,
- (3) et procul "o miseri, quae tanta insania, cives?
- (4) creditis avectos hostis? aut ulla putatis
- (5) dona carere dolis Danaum?

35. Laocoon

- a. wants the Trojans to rejoice in their gift
- b. warns the Trojans
- c. wants a gift from the Danaans
- d. is running alone

36. Where is the major caesura in line 1?

- a. after ante
- b. after magna
- c. after omnis
- d. after comitante.

37. What is the best translation of *creditis avectos hostis?*

- a. do you believe the enemies will sail away?
- b. do you believe the enemies have sailed away?
- c. do the enemies believe they have sailed away?
- d. do you believe the enemies are sailing away?

38. How many dactyls are in line four?

- a. four
- b. two
- c. one
- d. three.

XI. (From Catullus)

- (1) Lesbia me dicit semper male nec tacet umquam
- (2) de me: Lesbia me dispeream nisi amat.
- (3) quo signo? quia sunt totidem mea. deprecor illam
- (4) assidue, verum dispeream nisi amo.

deprecor - insult

39. Catullus

- a. thinks Lesbia loves him because she insults him
- b. thinks he loves Lesbia because he doesn't care that she insults him
- c. thinks Lesbia loves him because she has stopped insulting him
- d. thinks Lesbia doesn't love him because she insults him.

40. Where is the major caesura in line 2?

- a. after Lesbia
- b. after dispeream
- c. after the second "me"
- d. after nisi.

41. This poem is written in what meter?

- a. hendecasyllabics
- b. dactylic hexameter
- c. elegiac couplets
- d. Sapphics.

42. What is the best translation of *dispeream*?

- a. I perish
- b. I will perish
- c. I perished
- d. may I perish

XII. (From Livy)

Hercules ad _____ (43) auroram somno excitus, cum gregem perlustrasset _____ (44) et partem _____ (45) numero sensisset, perguit ad proximam speluncam.

Choose the word that best fills in the blank.

43.

- a. primus
- b. primam
- c. primo
- d. primi

44.

- a. oculis
- b. oculi
- c. oculum
- d. oculorum

45.

- a. aberat
- b. abesse
- c. afruit
- d. aberant

XIII. (From Sallust)

Isdem temporibus _____ (46) Lentulus, sicuti Catilina _____ (47), quoscumque moribus aut fortuna novis rebus idoneos credebat, aut per se aut per alios sollicitabat, neque solum civis, sed

cuiusque modi genus hominum quod modo _____ (48) usui foret.
Choose the word that best fills in the blank.

46.

- a. Romae
- b. Romam
- c. Romas
- d. Roma

47.

- a. praecipiebam
- b. praeceperant
- c. praecipientem
- d. praeceperat

48.

- a. bello
- b. bellum
- c. bellos
- d. belli

XIV. (From Horace)

Pallida Mors aequo pulsat pede pauperum tabernas
regumque turris. O _____ (49) Sesti,
vitae summa brevis spem nos vetat _____ (50) longam.
Iam _____ (51) premet nox fabulaeque Manes.

Choose the word that best fills in the blank.

49.

- a. beatus
- b. beato
- c. beate
- d. beatum

50.

- a. incohamus
- b. incohare
- c. incohemus
- d. incohatis

51.

- a. tu
- b. te
- c. tuus
- d. tuo

XIV. (From Martial)

Non donem tibi cur meos libellos
oranti totiens et exigenti
miraris, _____ (52)? Magna causa est:
_____ (53) tu mihi ne tuos libellos.

Choose the word that best fills in the blank.

52.

- a. Theodorus
- b. Theodori
- c. Theodorum
- d. Theodore

53.

- a. donas
- b. donabis
- c. dones
- d. dona

XV. (From Tibullus)

Adde merum vinoque novos compesce dolores,
_____ (54) ut fessi lumina victa sopor,
neu quisquam _____ (55) percussum tempora baccho
excitet, infelix dum requiescit amor.

Choose the word that best fills in the blank.

54.

- a. occupis
- b. occupet
- c. occupat
- d. occupavit.

55.

- a. multum
- b. multa
- c. multo
- d. multi

Answers to the ExCET Practice Test

<u>Part A</u>	<u>Part B</u>	<u>Part C</u>		
1. a	1. b	1. b	21. a	41. c
2. b	2. a	2. c	22. b	42. d
3. c	3. d	3. a	23. c	43. b
4. b	4. a	4. d	24. b	44. a
5. a	5. d	5. a	25. d	45. b
6. c	6. c	6. b	26. a	46. a
7. d	7. d	7. d	27. c	47. d
8. b	8. d	8. c	28. d	48. a
9. b	9. a	9. b	29. a	49. c
10. b	10. b	10. c	30. c	50. b
11. d	11. b	11. d	31. b	51. b
12. b	12. b	12. d	32. c	52. d
13. b	13. a	13. c	33. a	53. c
14. c	14. c	14. a	34. a	54. b
15. a	15. c	15. c	35. b	55. c
16. d	16. a	16. a	36. c	
17. a	17. c	17. c	37. b	
18. d	18. a	18. a	38. b	
19. b	19. a	19. c	39. a	
	20. b	20. a	40. c	
	21. b			
	22. b			