

Moreland & Fleischer - Review Sheet #1 (for Units 1-8) - Nouns

- 1). Name the three qualities common to all Latin nouns and describe each of them:

- 2). What are the five major cases of the Latin noun system (i.e., those that appear when you decline a noun)? Identify and give **two** uses for each case:

- 3). What are the other two cases of the Latin noun system (i.e., those *not* included when you decline nouns)? Identify these, describe how they are used, and tell how to form them for each declension, in both the singular and plural:

- 4). What is the general rule for finding a noun stem?

- 5). List **fifteen** first declension nouns, along with full dictionary entries:

- 6). Decline *aurora, aurorae*, F. Identify declension number, label case and number, and translate the Genitive singular *as a Genitive*:

- 7). List **twenty** second declension nouns of both M. and N. gender, along with full dictionary entries:

- 8). Decline *annus, anni*, M. alongside *exemplum, exempli*, N. Give declension number for each, label case and number, translate the Nominative plurals, and indicate endings that differ between the two:
- 9). List **twenty** third declension nouns of all three genders, and include at *least* five i-stems. Give full dictionary entries:
- 10). Decline *mater, matris*, F. alongside *mens, mentis, mentium*, F. Identify declension number for each, label case and number, translate Genitive plurals *as Genitives*, and identify endings that differ between the two:
- 11). Decline *lumen, luminis*, N. alongside *exemplar, exemplaris, exemplarium*, N. Give declension number for each, label case and number, translate Genitive singulars *as Genitives*, and indicate endings that differ between the two:
- 12). List **ten** fourth and fifth declension nouns with full dictionary entries:
- 13). Decline *metus, metus*, M. alongside *cornu, cornus*, N. ("horn"). Give declension number for each, label case and number, translate Dative plurals *as Datives*, and indicate endings that differ between the two:
- 14). Decline *spes, spei*, F. Identify declension number, label case and number, and translate the Dative singular *as a Dative*:

Moreland & Fleischer: Review Sheet # 2 (for Units 1-8) - Adjectives

- 1). In what **THREE** ways do adjectives agree with the nouns they modify?

- 2). What are the two major groups of Latin adjectives? Give **FIVE** examples of each of these two types, with full dictionary entries:

- 3). What does one call an adjective without a noun to modify? How does one translate this type of adjective?

- 4). What is the rule for obtaining an adjective's stem? Give an example from each major adjective group to show why this rule is necessary:

- 5). Give at least **THREE** reasons (based on examples) why the ending of an adjective is not necessarily the same as the noun with which it agrees:

- 6). What is the name for a verbal adjective? How many types of these does Latin have? Name them:

- 7). What kind of adjective "points out" the word with which it agrees? Give all the Nominative singulars for the **THREE** adjectives of this type with which you are familiar. Which of these also has a special pronominal function?

- 8). How many types of third declension adjectives are there? How does one identify each type given only the dictionary entry? Give an example of each and explain:

- 9). What is unusual about the third person possessive adjective?

- 10). How does one form the interrogative adjective if one only knows the relative pronoun?

11). Decline *vir, viri*, M alongside the proper forms of *felix, felicitis*. Label case and number and translate the Genitive plural:

12). Decline *vox, vocis*, F alongside the proper forms of *carus, cara, carum*. Label case and number and translate the Dative singular:

13). Decline *metus, metus*, M alongside the proper forms of *hic, haec, hoc*. Label case and number and translate the Ablative singular as an Ablative of Means:

14). Decline *animal, animalis, animalium*, N alongside the proper forms of *gravis, grave*. Label case and number and translate the Nominative singular:

15). Decline *nauta, nautae*, M alongside the proper forms of *qui, quae, quod*. Label case and number and translate the Genitive singular:

16). Decline *fides, fidei*, F alongside the proper forms of *acer, acris, acre*. Label case and number and translate the Accusative singular as though it were acting as a direct object:

17). Decline *oppidum, oppidi*, N alongside the proper forms of *ille, illa, illud*. Label case and number and translate the Ablative plural as an Ablative of Place From Which:

18). Decline *nox, noctis, noctium*, F alongside the proper forms of *is, ea, id*. Label case and number and translate the Nominative plural:

19). Decline *lumen, luminis*, N alongside the proper forms of *suus, sua, suum*. Label case and number and translate the Dative plural, even though it makes little sense:

Moreland & Fleischer: Review Sheet # 3 (for Units 1-8) - The Case System (1)

1). The following sentence highlights the two main functions of the **NOMINATIVE** case. Translate, identify the Nominative nouns, and describe how they are used:

A). *Puella regina est.* (Nominative as Subject and Predicate Nominative - Unit 1)

3). The following sentences highlight the uses of the **GENITIVE** case with which you should be familiar. Translate them, identify the Genitive nouns, and describe how they are used:

A). *Puer filiam regis amat.* (Genitive of Possession - Unit 1)

B). *Poeta malae sententiae servum culpam.* (Genitive of the Charge - Unit 2)

C). *Regina insidiarum inimicos damnat.* (Genitive of the Penalty - Unit 2)

4). The following sentences highlight some uses of the **DATIVE** case. Translate, identify Dative forms, and describe the type or use of the Dative case in each:

A). *Nauta homini taedam dat.* (Dative as Indirect Object - Unit 1)

B). *Poeta sorori librum scribit.* (Dative of Reference ("for") - Unit 1)

C). *Bellum Romanis gerendum est.* (Dative of Agent with Passive Periphrastic - Unit 5)

D). *Villa viro est.* (Dative of the Possessor - Unit 5)

E). *Milites inimici periculo civitati erant.* (Double Dative construction: Datives of Purpose and Reference - Unit 8)

5). The **ACCUSATIVE** case is highlighted in the next few sentences. Translate, identify Accusative forms, and describe how the Accusative case is used in each:

A). *Puer feminam videt.* (Accusative as Direct Object - Unit 1)

B). *Romani per provinciam circum montes ad Italiam sub patriam ante villas post urbes ob magistri iram ambulavit.* (Accusative with Prepositions: especially Place to Which - Unit 6)

C). *Marcus dixit magistrum malum esse.* (Accusative as Subject in Indirect Discourse - Unit 6)

D). *Multos annos in agro laboravi.* (Accusative of Duration of Time - Unit 7)

E). *Quinque pedes in via ambulavi.* (Accusative of Extent of Space - Unit 7)

6). The **ABLATIVE** case has numerous uses. Translate these examples, identify which nouns are Ablatives, and tell how the Ablative nouns are being used in each instance:

A). *Milites gladiis pugnaverunt.* (Ablative of Means or Instrument - Unit 3)

B). *Poeta bonus magna (cum) diligentia laboraverat.* (Ablative of Manner - Unit 3)

C). *Regina a populo interfecta erit.* (Ablative of Personal Agent - Unit 4)

D). *Milites Romani (e) timore incolas territas liberaverunt.* (Ablative of Separation - Unit 6)

E). *Puella pulchra filia (e) regina est.* (Ablative of Origin - Unit 6)

F). *Animalia mala ab incolis de monte e terra ruerunt.* (Ablative of Place from Which - Unit 6)

G). *Reges reginaeque cum populo amico vivunt.* (Ablative of Accompaniment - Unit 7)

H). *Ruinae patriae quinque annis inventae erunt.* (Ablative of Time When/Within Which - Unit 7)

I). *Nauta diligentia specieque bonus est.* (Ablative of Respect - Unit 8)

Moreland & Fleischer: Review Sheet #4 (for Units 1-8) - Verbs: Present System

1). Complete the following list of the five qualities characteristic of all finite verbs, and describe each, listing all possibilities for the individual characteristics:

PERSON (3):

NUMBER (2):

TENSE (6):

MOOD (3):

VOICE (2):

2). What **TWO** principal parts are mainly responsible for constructing the tenses of the Present System (Present, Future, Imperfect)?

3). How does one form the Present Tense Stem (Indicative/Subjunctive, Active/Passive) for each conjugation? Give an example from each conjugation to illustrate your claims, and note any forms that change the stem:

4). How does one form the Imperfect Tense Stem (Indicative Active/Passive) for each conjugation? Give an example from each conjugation to illustrate your claims, and note any forms that change the stem:

5). How does one form the Future Tense Stem (Indicative Active/Passive) for each conjugation? Give an example from each conjugation to illustrate your claims, and note any forms that modify the stem:

6). What are the Active Personal Endings for the Present System? What are the Passive Personal Endings? In the case of multiple endings, note with which tenses they occur, and indicate endings that cause vowel shortening:

7). How does one form the Present Active/Passive and Future Active Infinitives? Give an example of each:

8). How does one form the Imperfect Subjunctive Tense, Active/Passive? Give an example:

9). How does one form the Present Active and Future Active/Passive Participles? Note all inter-conjugation changes and give an example of each participle in the FEMININE ABLATIVE PLURAL:

10). How does one form the Present Active/Passive Imperatives? State the general guidelines and note exceptions. (Make sure you discuss the formation of both the singular and plural forms.)

11). Conjugate *sum, esse, fui, futurus* and *eo, ire ii (ivi), itus* in all the forms of the Present System discussed above (Present Indicative/Subjunctive, Imperfect Indicative/Subjunctive, Future Indicative, Present Infinitive/Participle (if one exists)/Imperative, and Future Infinitive/Participle/Imperative). Put your participles in the NEUTER GENITIVE PLURAL and note that (oddly) *eo* has a Future Passive Participle (which you should include).

Moreland & Fleischer: Review Sheet # 5 (for Units 1-8) - Verbs: Perfect System

- 1). What **TWO** principal parts are responsible for constructing the tenses of the Perfect System (Perfect, Pluperfect, Future Perfect)?

- 2).
 - a). Describe how one forms the Perfect Active tense stem for ANY VERB:

 - b). What are the Perfect Active Personal Endings for the Indicative?

 - c). What endings does one add to the stem to make the Perfect Subjunctive Active?

 - d). Form the Perfect Active Indicative and Subjunctive of *dico, dicere, dixi, dictus*:

- 3).
 - a). Describe how one forms the Pluperfect Active Indicative for ANY VERB.

 - b). Describe how one forms the Pluperfect Active Subjunctive of ANY VERB:

 - c). Form the Pluperfect Active Indicative and Subjunctive of *audio, audire, audivi, auditus*:

- 4).
 - a). Describe how one forms the Future Perfect Indicative Active for ANY VERB:

 - b). Form the Future Perfect Indicative Active of *sum, esse, fui, futurus*:

- 5). How does one form the Perfect Active Infinitive? Show this form for *amo, amare, amavi, amatus*:

- 6). a). Describe how one forms the Perfect Passive Participle for ANY VERB:
- b). Describe how one forms the Perfect Passive Indicative for ANY VERB:
- c). Describe how one forms the Perfect Passive Infinitive for ANY VERB:
- d). Describe how one forms the Perfect Passive Subjunctive for ANY VERB:
- e). Produce all of these forms (a-d) for *habeo, habere, habui, habitus*:
- 7). a). Describe how one forms the Pluperfect Passive Indicative for ANY VERB:
- b). Describe how one forms the Pluperfect Passive Subjunctive for ANY VERB:
- c). Produce both of these sets of forms (a&b) for *facio, facere, feci, factus*:
- 8). Describe how one forms the Future Perfect Indicative Passive for ANY VERB, and conjugate *eo, ire, ii (ivi), itus* in this tense:
- 9). What is a periphrastic verb form? Describe the makeup of the Active and Passive Periphrastics, and form the Imperfect Active and Passive Periphrastics, second person plural feminine, for *porto, portare, portavi, portatus*:

Moreland & Fleischer: Review Sheet #6 (for Units 1-8) - Clauses

Clauses come in two main varieties: independent (stand-alone) and dependent (“dependent” for their meaning on another word or clause). Independent clauses typically have verbs in the Indicative or Imperative moods (though we have seen one use of the Subjunctive in an independent clause (Unit 8)). We’ve encountered a number of dependent clauses in Units 1-8: the protases of **Conditional Statements** (Unit 2: *si* or *nisi* plus the Indicative or Subjunctive), **Purpose Clauses** and **Indirect Commands** (Unit 3: *ut* or *ne* plus the Subjunctive), **Indirect Statement** (Unit 6: Accusative and Infinitive), and **Relative Clauses** (Unit 7: introduced by Relative Pronouns, in the Indicative). One should also note that Participles (Unit 5) can govern their own (adjectival) clauses, and that dependent clauses in Indirect Statement (Unit 6) have their verbs in the Subjunctive mood, the tense of which is governed by the rules of Sequence of Tenses (Unit 3) following on the tense of the main verb of the independent clause.

In the following sentences, mark off each of the dependent clauses with **(PARENTHESES)** and identify them by type; mark off independent clauses with **[BRACKETS]**. Make sure to include introductory words (*ut, ne, nisi, si*) in your clauses, and watch for conjunctions (*et, sed, -que, etc.*) joining clauses of like type (independent or dependent) together. (*NOTE: the total number of clauses in a sentence should correspond exactly with the number of finite verbs in the sentence.*) Within each clause, color all verbs **red** and all subjects **blue**. Finally, **translate** each sentence.

- 1). Carusne dis videaris si dona cibi in aris ponas?
- 2). Petebamus a natis ut saxa clara in cellam neque cum mora neque cum noxa portarentur, ne in campis celarentur et perderentur.
- 3). Si oppidum insidiis deleretur, facta mala inimicorum ab incolis intellegentur.
- 4). Si multa mala de factis deorum audita essent, incolae ad aras non venissent.
- 5). Si ad insulam claram mittemur ne in patria videamur, multas litteras amicis caris scribemus ne ab inimicis tradamur.

- 6). Sciebat auctores operum omnium quae omnes cives legissent multa de civitatis nostrae libertate cecinisse.
- 7). Verba illorum hominum se multis carere dicentium sed nihil tamen optare vos non solum servitute pecuniae liberabunt sed etiam felices facient.
- 8). Cape oppidum! Amici nostri ex urbe discedentes bellum in provincia gladiis gesturi sunt.
- 9). Pueris, carmina auctorum cum diligentia audire iussis, multi libri novi scripti erant ut mens sana in corpore sano eis esset.
- 10). Dicit regem, qui oppida Romanorum bello oppugnet, milites validos superare posse.
- 11). Magister superandus erit traditis si malum e terra pulsuri erunt.
- 12). Dicunt montem in quo di inveniantur luce aurea semper tegi.
- 13). Si cives verba auctorum clarorum audivissent, viris infelicibus magna bella non pugnanda essent.

Moreland & Fleischer: Review Sheet #7 (for Units 1-8) - Sentence Mapping

In this worksheet, you will work on using familiar noun, adjective, verb, and other endings to correctly identify the individual grammatical components in a series of examples.

Typically, the **VERB** is the last word in a Latin sentence / clause - though it also comes first a good deal of the time. Note that verbs often consist of more than one part, or have complements (like infinitives). **SUBORDINATE CLAUSES** usually begin with some sort of introductory word (like *ut* or *ne*, or perhaps a relative pronoun), and conclude with a verb. The **SUBJECT** (*if expressed*) is regularly at the beginning of a clause. **DIRECT OBJECTS** can be found with regularity immediately prior to the verbs with which they go. **PREPOSITIONAL PHRASES** begin with a preposition and end with a noun in the Accusative or Ablative (depending upon the preposition) almost 100% of the time - and quite often have a bunch of additional modifying material between the bookends. **DATIVES** and **GENITIVES** tend to be close to the nouns they modify (or in between a preposition and its noun).

Here's what you need to do for this worksheet:

- 1). **UNDERLINE ALL FINITE VERB FORMS**. Watch out for compounds and periphrastics!
- 2). **BOLDFACE ALL INFINITIVES AND PARTICIPLES**.
- 3). Put **[BRACKETS]** around all **SUBORDINATE CLAUSES**: Purpose Clauses, Indirect Commands, Participial Clauses, Indirect Statements, Relative Clauses, Protases of Conditional Sentence, *etc.*
- 4). **COLOR ALL SUBJECTS** and **PREDICATE NOMINATIVES** **blue**.
- 5). **COLOR DIRECT OBJECTS** **green**.
- 6). Put **(PARENTHESES)** around all **PREPOSITIONAL PHRASES**, as well as **ABLATIVES WITHOUT PREPOSITIONS** (since we tend to translate them prepositionally), and **COLOR THEM orange**. Make sure you enclose in parentheses *everything* between the preposition and the noun it modifies!
- 7). Put **<ANGLE BRACKETS>** around all **DATIVES** (Indirect Objects, Datives of the Possessor, Reference, etc.) and **COLOR THEM purple**.
- 8). Put **{BRACES}** around all **GENITIVES** (showing possession, charge, blame, etc.) and **COLOR THEM red**.

There will still be a few words you haven't marked - but that's OK. Since you've taken account of everything else, these leftovers should be easy to decipher (adverbs, conjunctions, Vocative or Locative nouns, etc.). ***Before you start, read these instructions again.***

1). Magister de caelo, terra, maribus, montibusque multa dixit ut de natura intellegamus.

2). Eo tempore rex speravit se urbem timore et servitute liberaturum esse.

3). Populus non solum ab insula sed etiam Roma saluti civitati venit.

4). Libri mali ab honestis damnor, sed magna cum invidia ab amicis legitur et bonus esse ducitur.

5). Si multa mala de factis deorum audita essent, incolae ad aras non venissent.

6). Petebamus a natis ut saxa clara in cellam neque cum mora neque cum noxa portarentur, ne in campis celarentur et perderentur.

7). Reginam insulae cum turba nautarum videre optabamus.

8). Nisi feminae nautas sententiarum de incolis damnabunt, incolae in provincia non laborabunt.

9). Turba magna reginam bonam gladiis terruit ut et provinciam et insulam superaret.

10). Poeta validos in agris monuit ut clarum gladium sub saxo peterent.

11). Feminae pulchrae viros miseros e provincia Romana ad amicum oppidum cum magna turba mittunt ne incolae provinciae esse videantur.

12). Oppidum enim deletum erat quod servi portas magnis cum insidiis patriae inimicis tradiderant.

13). Postquam viris ab agro discessuris imperavit ut multa de natura populi inimici cognoscerent, e medio sine mora discessit.

14). Novos libros legendos in mensa nato posuissetis si legere potuisset.

15). Si vera scivissemus, dixissemus incolas in multis insulis non solum aqua sed etiam pecunia carere.

16). Ad quem misisti libros quos noster clarus auctor illo tempore scripsit ut populo tuo placeret?

17). Illud periculum gravi regi superandum est ut cum oppugnanti manu militum sociorum pro libertate pugnet. Rex, i et pugna cum oppugnante! Noli timere! Si metus tibi erit, nil perficies!

Moreland & Fleischer: Review Sheet #8 (for Units 1-8) - Synopses

A **synopsis** is common pedagogical tool for those learning/teaching Latin. It allows one to compare the various tenses/voices/moods of a given verb for a given person and number. Basically, when asked to give a synopsis, one shows all the Active and Passive forms of said verb in a specified person and number, in both the Indicative and the Subjunctive moods, as well as the Nominative forms of the Participles and the Infinitives (save for the Future Passive Infinitive). *If the synopsis is for the second person, one should not forget to include Imperatives, as well (but don't worry about the Future Imperative). One should also be aware that not all verbs will have all forms - some (like *odi, odisse, --, --, "hate"*) are defective; others (like *sum, esse, fui, futurus, "be"*) have only one voice (Active for *sum*). In addition, sometimes a form can have more than one termination (think second person singular Passive personal ending), or can change sets of endings based on number (think Participles). An example follows: *ardeo, ardere, arsi, arsus, "burn,"* in the second person plural.

INDICATIVE:

Present Active:	ardetis	Present Passive:	ardemini
Imperfect Active:	ardebatis	Imperfect Passive:	ardebamini
Future Active:	ardebitis	Future Passive:	ardebimini
Perfect Active:	arsistis	Perfect Passive:	arsi/ae/a estis
Pluperfect Active:	arseratis	Pluperfect Passive:	arsi/ae/a eratis
Future Perfect Active:	arseritis	Future Perfect Passive:	arsi/ae/a eritis

SUBJUNCTIVE:

Present Active:	ardeatis	Present Passive:	ardeamini
Imperfect Active:	arderetis	Imperfect Passive:	arderemini
Perfect Active:	arseritis	Perfect Passive:	arsi/ae/a sitis
Pluperfect Active:	arsissetis	Pluperfect Passive:	arsi/ae/a essetis

IMPERATIVE:

Present Active:	ardete	Present Passive:	ardemini
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PARTICIPLES:

Present Active:	ardens	-----	-----
-----	-----	Perfect Passive:	arsus/a/um
Future Active:	arsurus/a/um	Future Passive:	ardendus/a/um

INFINITIVES:

Present Active:	ardere	Present Passive:	arderi
Perfect Active:	arsisse	Perfect Passive:	arsus/a/um esse
Future Active:	arsurus/a/um esse	Future Passive:	(skip it)

Once you've completed a synopsis, you'll be able to see at a glance the various (often minimal) changes that take place between the different tenses, voices, and moods of a Latin verb. You'll recall the similarities between Actives and Passives, for instance (like the fact that both voices of the Pluperfect and Future Perfect Indicative have the Imperfect and Pluperfect of *sum* as endings or additions), and will finally be able to get your participial and infinitive forms straight. On the next page, two synopsis "skeletons" have been set up: one for *iacto, iactare, iactavi, iactatus, "boast,"* in the first person plural, and the other for *quaero, quaerere, quaesivi, quaesitus, "search for,"* in the second person singular. Complete the synopses.

iacto, iactare, iactavi, iactatus, "boast" - first person plural

INDICATIVE:

Present Active:
Imperfect Active:
Future Active:
Perfect Active:
Pluperfect Active:
Future Perfect Active:

Present Passive:
Imperfect Passive:
Future Passive:
Perfect Passive:
Pluperfect Passive:
Future Perfect Passive:

SUBJUNCTIVE:

Present Active:
Imperfect Active:
Perfect Active:
Pluperfect Active:

Present Passive:
Imperfect Passive:
Perfect Passive:
Pluperfect Passive:

PARTICIPLES:

Present Active: -----

Future Active: -----

Perfect Passive: -----
Future Passive: -----

INFINITIVES:

Present Active:
Perfect Active:
Future Active:

Present Passive:
Perfect Passive:
Future Passive: (skip it)

quaero, quaerere, quaesivi, quaesitus, "search for" - second person singular

INDICATIVE:

Present Active:
Imperfect Active:
Future Active:
Perfect Active:
Pluperfect Active:
Future Perfect Active:

Present Passive:
Imperfect Passive:
Future Passive:
Perfect Passive:
Pluperfect Passive:
Future Perfect Passive:

SUBJUNCTIVE:

Present Active:
Imperfect Active:
Perfect Active:
Pluperfect Active:

Present Passive:
Imperfect Passive:
Perfect Passive:
Pluperfect Passive:

IMPERATIVE:

Present Active:

Present Passive:

PARTICIPLES:

Present Active: -----

Future Active: -----

Perfect Passive: -----
Future Passive: -----

INFINITIVES:

Present Active:
Perfect Active:
Future Active:

Present Passive:
Perfect Passive:
Future Passive: (skip it)