

Moreland & Fleischer - Review Sheet #9 (for Units 9-18): The Case System (2)

1). The following sentences highlight some additional functions of the **GENITIVE** case. Translate, identify the Genitive nouns, and describe how they are used:

- A). *Fortissimis Militum plus pecuniae datum erat.* (Partitive Genitive - Unit 9)

- B). *Sextus vir minimarum virium erat.* (Genitive of Description - Unit 10)

- C). *Timor poenae magnus, sed amor pueri violandi maior est.* (Objective/Subjective Genitives - Unit 11)

- D). *Consulis boni est leges facere.* (Genitive of Characteristic - Unit 11)

- E). *Milites Romani ad urbem inimicorum superandorum causa advenerunt.* (Genitive with gerund/gerundive and *causa* to express purpose - Unit 16)

- F). *Nominis mei magistri memini, sed verborum eius oblitus sum.* (Genitive with verbs of remembering and forgetting - Unit 18)

- G). *Nauta multi suam navem, sed tuam flocci habet.* (Genitive of Indefinite Value - Unit 18)

2). The following sentences highlight some additional functions of the **DATIVE** case. Translate, identify the Dative nouns, and describe how they are used:

- A). *Tibi ignosco, ei parco, sed nemo mihi paret.* (Dative with certain intransitive verbs - Unit 13)

- B). *Militibus praefui et Caesar Marcum nautis praefecit.* (Dative with compound verbs - Unit 13)

3). The following sentences highlight some additional functions of the **ACCUSATIVE** case. Translate, identify the Accusative nouns, and describe how they are used:

- A). *O tempora! O mores! O amicos! Aliquisne me audit?* (Accusative of Exclamation - Unit 15)

- B). *Pueri mali saxa ad alios vulnerandos iecerunt.* (Accusative with *ad* and gerund/gerundive to show purpose - Unit 16)

- C). *Rex in campo caput vulneratus est.* (Accusative of Respect - Unit 18)

- D). *Maximam partem, servi multum in agris laborant.* (Adverbial Accusative - Unit 18)

4). The following sentences highlight some additional functions of the **ABLATIVE** case. Translate, identify the Ablative nouns, and describe how they are used:

- A). *Magister multo iratior servo est.* (Ablatives of Comparison & Degree of Difference - Unit 9)

- B). *Villa arsa, parentes puellae miserae Romam ambulaverunt.* (Ablative Absolute - Unit 10)

- C). *Poeta poenas dedit ira reginae.* (Ablative of Cause - Unit 10)

- D). *Marcus vir maxima virtute erat.* (Ablative of Description - Unit 11)

- E). *Quinque urnas magno pretio vendidi.* (Ablative of Price - Unit 18)

Moreland & Fleischer - Review Sheet # 10 (for Units 9-18): Comparatives and Superlatives

- 1). Name the three DEGREES common to most adjectives and adverbs. Provide a couple of translation formulas for each degree:

- 2). State the general rule for constructing the comparative and superlative forms of an adjective:

- 3). To what declension does the comparative adjective belong? *How does it differ from other adjectives of this declension?*

- 4). To what declension does the superlative adjective belong?

- 5). How do the superlative forms of *liber, libera, liberum* and *gracilis, gracile* differ from the general rule? Name THREE other adjectives that follow each of these examples in so differing.

- 6). List the five common adjectives you know that have irregular comparatives and superlatives, and provide the Nominative singular forms for all three degrees:

- 7). How does the addition of *quam* to a superlative adjective/ adverb affect its meaning?

- 8). Describe the two ways you know to construct a comparative sentence

- 9). How does one generally form an adverb (positive degree) from a first/second declension adjective? a third declension adjective?

- 10). How does one (generally) make a comparative adverb? a superlative?
- 11). List as many forms (positive, comparative, and superlative) as possible for the nine adverbs you know that compare irregularly:
- 12). Decline *tutus, tuta, tutum* in the positive, comparative, and superlative degrees. Provide all three degrees of its adverb as well.
- 13). Decline *sapiens, sapientis* in the positive, comparative, and superlative degrees. Provide all three degrees of its adverb as well.
- 14). Translate: *Mater eius multo laetior quam soror mea est.* Give the syntax of *quam*.
- 15). Translate: *Consul, sapientior legato, litteras quam celerrime legit.* Give the syntax of *quam* and *legato*.

Moreland & Fleischer - Review Sheet #11 (for Units 9-18): Ablative Absolute & Cum Clauses

- 1). Why does one refer to an Ablative "Absolute?"

- 2). What forms of the participle does one tend to find in the Ablative Absolute construction?

- 3). How does one translate an Ablative Absolute? Describe the (at least) FIVE variations with which you are familiar, and use the following Ablative Absolute - *villa arsa* - as an example to translate:

- 4). Name a few types of subordinate clause that can be used as substitutes for an Ablative Absolute, and vice versa:

- 5). Name the four major types of *cum* clause, and tell what mood of the verb to expect with each type.

- 6). What can one expect to see when *cum* is translated as "whenever?"

- 7). What does one often see in the main clauses when a *cum* clause is concessive?

- 8). Name FOUR other conjunctions (besides *cum*) that can introduce temporal clauses, and tell what mood of the verb to expect with each:

- 9). Name FOUR other conjunctions (besides *cum*) that can introduce causal clauses, and tell what mood of the verb to expect with each:

- 10). Name THREE other conjunctions (besides *cum*) that can introduce concessive clauses, and tell what mood of the verb to expect with each:
- 11). Describe the uses of *dum* and *donec* in subordinate clauses. When do they take different moods?
- 12). What is a clause of proviso? What words introduce them? What tenses of the subjunctive does one expect to see occurring with them?
- 13). Translate: *Militibus foedere iunctis, haec urbs sola non delebitur*. Give the syntax of *foedere*.
- 14). Translate: *Sole auxilio, viis incertis ambulamus*. Explain why there is no form of *sum* between *sole* and *auxilio*.
- 15). Translate: *Cum servos meos liberavi, vere demens eram*. What type of *cum* clause MUST this be?
- 16). Translate: *Cum servos meos liberaverim, tamen e villa non profecti sunt*. What type of *cum* clause is this?
- 17). Translate: *Cum servos meos liberarem, laeti fiebant*. What type of *cum* clause is this?
- 18). Translate: *Dum haec fiunt, nuntius ad me advenit*. Why is *fiunt* in the present tense?
- 19). Translate: *Urnas aqua impleant, dummodo ne eas deleant*. Give the syntax of *aqua*.

Moreland & Fleischer - Review Sheet #12 (for Units 9-18): Independent Subjunctive & Questions

- 1). Name the four types of independent subjunctive you know, and describe how each is used:

- 2). Name TEN common question words/phrases ("Who?", "How?", "When?", etc.) in Latin, and provide translations:

- 3). What enclitic (attachment) does one employ to signal that a sentence is a yes/no question?

- 4). How does one flag a yes/no question expecting a positive answer? a negative answer?

- 5). How does one express a double question in Latin?

- 6). What mood of the verb does one expect to see in a direct question? an indirect question?

- 7). Describe how sequence of tenses works for indirect questions. How does it differ from the friendly, neighborhood sequence of tenses we expect to see at work elsewhere?

- 8). Translate: *Ubi, mi amice, talem virum inveniam?* What type of independent subjunctive is this? Give the syntax of *mi amice*.

- 9). Translate: *Utinam magistri cupidi poenae ne essent!* What type of independent subjunctive is this? Describe the possibility of wish fulfillment.

- 10). Translate: *Carmina legamus! Et poeta carmina scribat!* What type of independent subjunctive is at work here? (NOTE: each verb is actually classified as a DIFFERENT type.)
- 11). Translate: *Aegypti antiqui animalia maximi facerent.* Give the syntax of *maximi*.
- 12). Translate: *Taedasne ardentem amas? Nonne ignem amas? Num pacem amas?* Give the syntax of *ardentes*.
- 13). Translate: *Utrum huc vela dabimus, an illuc? Proficiscimur an non? Dicite!* Give the syntax of *dicite*.
- 14). Translate: *Quam ob rem pueri puellaeque territi sunt? Cur e villa discessere?* Explain the form of *discessere*.
- 15). Translate: *Exponam unde venerim postquam aliquis mihi cenam paravit.* Explain the mood of *venerim*.
- 16). Translate: *Milites me rogaverant quo modo oppidum oppugnaturus essem.* Explain the form of *oppugnaturus essem*. Why hasn't *oppugnarem* been written instead?
- 17). Translate: *Eidem homines nesciunt utrum oppidum suum oppugnaturus sim necne.* Where does *eidem* come from?
- 18). Translate: *Dubito dicere se scire ubi inimici se ipsos celent.* What sort of clause is introduced by *dicere*? To whom does the first *se* refer? To whom does the second refer? How does *ipsos* change things?

Moreland & Fleischer - Review Sheet # 13 (for Units 9-18): Result & Special Relative Clauses

- 1). Name THREE things you would expect to see in or in the vicinity of a result clause:

- 2). How does the perfect subjunctive slightly alter the employment of sequence of tenses for result clauses?

- 3). How does one introduce a negative purpose clause (Unit 3)? a negative result clause?

- 4). List FIVE "so" words (with translations) that one commonly finds before the beginning of a result clause:

- 5). What is a substantive result clause? Name the five verbs/expressions you know that can take such a construction:

- 6). What is a relative clause of characteristic? Name at least TWO ways in which they differ from "ordinary" relative clauses:

- 7). List FIVE of the most common indefinite and less vague antecedent phrases one often sees before the beginning of a relative clause of characteristic:

- 8). Relative clauses of result are essentially the result of the combination of what two types of clause?

- 9). Purpose clauses can occasionally be introduced by words other than *ut* or *ne*. Name THREE other words/types of words that can perform this function:

- 10). Translate: *Villa tam vetus erat ut nemo nostrum eam ingredi cupidus esset*. What type of subordinate clause does this sentence contain? Give the syntax of *nostrum*.

- 11). Translate: *Puellae tam saeve clamabunt ut servi e tecto Carthaginem fugiant*. Give the syntax of *Carthaginem*.
- 12). Translate: *Heri accidit ut quinque nuntii alieni ad tuum patrem venerint*. What type of subordinate clause does this sentence contain? Describe the implications of the form *venerint*.
- 13). Translate: *Nihil est quin laetiori homini placeat*. What sort of subordinate clause does this sentence contain?
- 14). Translate: *Catullusne erat qui ad amicam Lesbiam litteras amantes mitteret?* What sort of subordinate clause does this sentence contain? Give the syntax of *amantes*.
- 15). Translate: *Quis est tam caecus qui orientis solis radios non sentiat?* What sort of subordinate clause does this sentence contain?
- 16). Translate: *Fortiter egi quo decorius laudarer*. What type of subordinate clause does this sentence contain? Give the syntax of *fortiter* and *decorius*.
- 17). Translate: *Naves inveni sub quibus nautae territi se ipsos celavissent*. What type of subordinate clause does this sentence contain?
- 18). Translate: *Tandem montem vidisti unde prima luce adulescentes acri verba clamata audivissent*. What type of subordinate clause does this sentence contain?

Moreland & Fleischer - Review Sheet #14 (for Units 9-18): Fear, Doubt, Prevention Clauses, etc.

- 1). What seems so backwards about the words that introduce fear clauses?
- 2). What verb form does one employ to lay stress on the futurity of an action in a fear clause?
- 3). What can sometimes stand in the place of *ut* in a negative fear clause?
- 4). Name THREE types of things that the verb *dubito, dubitare, dubitavi, dubitatum* commonly takes as objects:
- 5). A POSITIVE expression of doubting introduces what kind of subordinate clause?
- 6). A NEGATIVE expression of doubting introduces what kind of subordinate clause?
- 7). Give the four principal parts of the TWO verbs you know that take an Accusative and infinitive to express prohibition or prevention:
- 8). Give the four principal parts of the THREE verbs you know that take a subjunctive construction to express prohibition or prevention:
- 9). If the verb of prevention (in #8) is POSITIVE, what two words are used to introduce the clause of prevention/prohibition?
- 10). If the verb of prevention (in #8) is NEGATIVE, what two words are used to introduce the clause of prevention/prohibition?
- 11). Give the two main uses for the infinitive forms *futurum esse* and *fore* in indirect statement:
- 12). What is a historical infinitive? When/why is it used?

- 13). Translate: *Timor magnus erat ut milites Romani nos servaturi essent.* Give the syntax of *servaturi essent.*
- 14). Translate: *Per totam aetatem meam, metui ne numina mala me obstarent.* Give the syntax of *numina.*
- 15). Translate: *Si tempestas saeva orietur, dubitabo vela dare ad insulam Cretam.* What sort of condition is this?
- 16). Translate: *Dux intellegens nuntium legati de bello dubitavit.* Give the syntax of *legati.*
- 17). Translate: *Dubitamus an di immortales sint.* Explain the form of *di.* Why hasn't *dei* been written instead?
- 18). Translate: *Non dubium erat quin hostes e provincia expellerentur.*
- 19). Translate: *Puellas prohibes carmina legere, sed tamen eae id faciunt.*
- 20). Translate: *Consul Romanus non impediverit quominus leges faciatis.*
- 21). Translate: *Iste civis scit fore ut libri ardeantur.*