Review Material for the TExES Exam in Latin

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Tips for the TExES Exam in Latin

I. Some general tips
A. Preparation
1. Be sure to review thoroughly the Preparation Manual (http://www.texas.ets.org/texes/prepMaterials/: scroll down to 612 Languages Other Than English (LOTE) Latin; note also the other general test-taking tips at the top of the page).
2. In preparing, the more time you can spend reading Latin authors, the better.
3. In addition to reading, you may want to build your Latin vocabulary with vocabulary lists, flash cards, or other techniques. Note in particularly that the vocabulary on the exam is not the same as that in the study guide.
4. Be prepared to paraphrase. Practice summarizing and paraphrasing as you prepare.
5. Review grammar in context.
6. Get a good night's sleep.
7. The hardest part of the exam is the section with questions on passages. Be sure to practice doing this kind of work.
B. Taking the test
1. Answer all the multiple-choice questions, even if you have to guess. There is no penalty for wrong answers as opposed to blank answers.
2. Be prepared to analyze sentences grammatically (the kind of thing you need to do as a teacher)
3. Except in the culture section, macrons will be provided throughout.
4. Always read the question first.
5. Know what the question is looking for before you start translating. For example, if the question is about a verb tense, there is no need to translate.
6. In each question, look carefully to determine just what you need to answer the question.
7. Use the process of elimination in deciding what answer to choose.
8. Some of the culture questions are quite specific.
9. Be sure to know the general content of the major works of Latin literature.
10. Some of the Latin to Latin questions are tricky: do them carefully.
11. Be prepared to take the test in a room where other test-takers are pronouncing other languages. You will be offered headphones.
12. Time should not be a problem. Take your time in answering questions.
13. Some of the translation and restatement questions will have you choose the correct translation or restatement of an entire sentence.

II. The Structure of the Exam
A. Areas covered: Reading comprehension 50%; writing, 20%; Culture 20%; Pronunciation 10%.
B. Test includes
1. 15 pronunciation tasks.
2. 101 multiple-choice questions
   a. 20 questions on language structures.
   b. 23 culture questions.
   c. 58 Reading comprehension questions.
C. Some types of individual questions
1. Questions where you need to identify the proper form. E.g.: The dative singular of mare, maris is A. mare, B. mar, C. marī, D. maribus (answer C).
2. Questions where you need to fill in the blank in a sentence with the proper form of a Latin word. E.g.: Video __________ dona in cubiculo. A. multōs B. multī C. multās D. multa (answer D).
3. Questions where you need to substitute a phrase with the same meaning for a phrase in a Latin sentence. E.g.: Patria __________ Cicerō laudātus est. A. Cum patria servaret B. Cum patriam servavisset C. Cum patria servanda esset D. Cum patria servaretur (answer B).
4. Translation into English of a phrase from a Latin sentence. E.g.: Si hic esset, me salutaret. A. He would greet me. B. He greeted me. C. He greets me. D. He would have greeted me (answer A).

D. There are 10 Latin passages, on which 50 multiple-choice questions are based. Types of question:
1. Identify what word refers to what (e.g., what adjective modifies what noun; on what verb a complementary infinitive depends; what is the subject of a verb).
2. Choose the correct paraphrase (in English) of a Latin sentence within the passage.
3. Translate a word or phrase from the passage.

III. Major authors whose works you might want to review (this is not an official list)
- Aulus Gellius
- Caesar
- Catullus
- Cicero
- Cornelius Nepos
- Horace
- Livy
- Martial
- Ovid (Metamorphoses)
- Pliny the Younger
- Sallust
- Tibullus
- Vergil

IV. Recommended books
- Amsco Review Texts for Latin. They have a rather traditional "drill & kill" format, but they have their uses: [www.amscopub.com](http://www.amscopub.com).
- Jenney’s Third Year Latin and Jenney’s Fourth Year Latin: A good source of passages which might be on the test.
*Cambridge Latin Series*, Years 3 and 4. Cambridge University Press. Extensive readings
in Latin.
readings and review.
Longman readers, especially that for Sallust. Useful texts and commentary.
Many useful readers are available from Bolchazy-Carducci Press
(http://www.bolchazy.com/index2.html).
Another good source is the Teaching Materials Center of the American Classical League
(http://www.aclclassics.org/Resources/)
Review materials for the National Latin Exam (http://www.nle.org/) Note especially their
booklet, “Twenty Years of the National Exam.”
Booklets of questions that accompany the Cambridge Latin Course (especially those for
question words).
*Collins Latin Dictionary* (includes summaries of Latin grammar and Roman culture)
*Classical Outlook*: At least one issue per year includes sample questions from the AP
Latin exam, many of which are similar to questions on the TExES exam.

V. On the web
There is a massive amount of material on Latin and Latin pedagogy available on the web.
A good place to start is Jean Alvares’ “Web Resources for high-School Latin
Teachers”: http://chss2.montclair.edu/classics/webresources/forlatteacher.html

For the TExES in particular, note the following sites:
*www.texas.ets.org*: The official TExES web site.
The Texas Classical Association’s ExcET Study Guide (includes primarily older
versions of today’s handouts): http://www.txclassics.org/?page=excet
Robert Cape, Workbook for the Oxford Latin Course
(http://artemis.austincollege.edu/acad/cml/rcape/latin/)
Texas State Junior Classical League: exams from contests, includes much useful practice
material: http://www.tsjcl.org/sponsors/contests.php
AP Latin: many of the sample questions in the study guide for this exam are similar in
format to those on the TExES exam:
http://www.collegeboard.com/student/testing/ap/sub_latinverg.html

For Texts:
Perseus (www.perseus.tufts.edu)
The Latin Library (http://www.thelatinlibrary.com/)
Working on Vocabulary for the Latin TExES exam

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

Aulus Gellius, Caesar, Catullus, Cicero, Cornelius Nepos, Horace, Livy, Martial
Ovid (*Metamorphoses*), Pliny the Younger, Sallust, Tibullus, Vergil

The following materials may also prove useful:

Latin vocabulary cards,¹ 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 PVL, $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).
   - Vocabulary Cards and Grammatical Forms Summary for Wheelock's Latin: can be ordered at [http://www.wheelockslatin.com/wheelocksflashcards.htm](http://www.wheelockslatin.com/wheelocksflashcards.htm)
   - Vised: [http://www.math.toronto.edu/jjchew/misc/vised.html](http://www.math.toronto.edu/jjchew/misc/vised.html)

Donald J. Brunel, Jr. *Basic Latin Vocabulary.* Available from American Classical League,² Miami University, Oxford, OH 45056. 513-529-7741. FAX 513-529-7742. email: AmericanClassicalLeague@muohio.edu (Catalog #B101, $6.25)

Running vocabulary lists for various Latin authors, also available from the American Classical League.


   - 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. While taking care not to be deluded by *falsi amici*, use derivatives and your knowledge of etymology as much as you can.

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¹For these and other books and audiovisual materials for the teaching of Latin and Classics, see Classical World 91 (1997-1998) 83-190.
²The ACL catalog also includes much other material of use to the Latin teacher.
Troublesome words starting 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”)
      (“After si, nisi, num, and ne, all the alis fly away”)
      Si quis me adiuvasit, 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”
      Belgii fortes sunt quod cum Germanis pugnant.
      The Belgii 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?
TExES Review: Grammar and Meter

I. Verbs
A. Forms: note especially syncopated forms (e.g., fuere for fuerunt, 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 an abeam?
      Should I stay or should I go?
2. Conditions (see p. 14)
3. Dependent clauses (note for all of these sequence of tenses [p. 16])
   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 victoriamente nuntiaret.
         He sent the messenger to announce the victory.
      2. With a relative pronoun:
         Misit nuntium qui victoriamente 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 (clause without the cum often has tamen).
         Cum eum amarem, eum tamen 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
      Obstat abit 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 [p. 18]*)
      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 (see p. 20)

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 memini.
      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; also *domum* and *rus*
      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; also *domum*, *rure*
         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, generally with verbs like *libero* and *careo*
      Me metu liberavisti.
      You have freed me from fear.
   k. with verbs *potior*, *utor*, *fruor*, *fungor*, and *vescor* (mnemonic puffv).

6. Vocative: for direct address: only different in 2nd-declension singular (*amice*)

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” [see p. 6])
   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 diligentiorem 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 dactylyls, and for caesurae (se p. 23)
A. *dactylic hexameter*
B. *elegiac couplet*
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 TExES-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.
   Note that both clauses have the same mood and tense.

   2. Si Calpurniae credisset, Caesar ad forum non isset.
The action in 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.
Sequence of Tenses

<table>
<thead>
<tr>
<th>Primary sequence</th>
<th>Secondary sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Main verb:</td>
<td>present or future</td>
</tr>
<tr>
<td>II. Subordinate</td>
<td>imperfect, perfect, or pluperfect</td>
</tr>
<tr>
<td>subjunctive</td>
<td>(=Historical sequence)</td>
</tr>
</tbody>
</table>

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 TExES-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.
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 TExES-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 and 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-ī 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 TExES-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.
Scanning the Latin Dactylic Hexameter and Elegiac Couplet

I. Divide the line into syllables
   A. If one consonant comes between two vowels, divide before the consonant: e.g., vi/rum
   B. If two consonants come between two vowels, divide between the two consonants: e.g., ar/ma
      Exception: if a mute (b, p, d, t, g, c) is followed by a liquid (l, r), the division is usually (though not always) made before the consonants instead of between them: e.g., usually vo/lu/cris but occasionally vo/luc/ris
   C. If two vowels that are not a diphthong come together, divide between the two vowels: e.g., I/ta/li/am
   D. Divisions between words usually do not affect scansion.
   E. But, if a word ends in a vowel or an “m,” and the next word begins with a vowel or an “h,” elision occurs; when scanning, circle the syllable that ends in a vowel or an “m” or put it in parentheses, because it does not count: e.g., mul/t(a) il/l(e) et.
   F. Some things to watch out for:
      1. “H” does not count as a consonant: e.g., ter/re/a/t hos/te.
      2. Remember that “I” is sometimes a consonant: e.g., La/vin/ia/que.
      3. “X” counts as two consonants (“k” + “s”): e.g., axis. (mark your division right over the “x”).
      4. “QU” counts as one consonant: e.g., La/vin/ia/que.

Example: Vergil, Aeneid 1.1-3
   Ar/ma / vi/rum/que / ca/no / Tro/iae / qui / pri / mu/s a/b o/ris
   I/ta/li/am / fa/to / pro/fu/gus / La/vin/ia/que / ve/nit
   Li/to/ra / mul/t(a) i/ll(e) et / ter/ris / iac/ta/tu/s e/t al/to

II. Mark you syllables long or short.
   A. All long vowels and diphthongs are long: e.g., canō.
   B. If a syllable ends in a consonant, it is called a “closed” syllable; all closed syllables are long, whether the vowel in them is long and short: e.g., ār/ma.
   C. Note, therefore, that the only short syllables will be those that end in a short vowel: e.g., que.
   D. The last syllable of the line will always count as long, whether or not it is actually long or short.

Example: Vergil, Aeneid 1.1-3
III. Divide the line into feet.
A. Every foot is either a dactyl—a long followed by two shorts (— 蕤 蕤)—or a spondee—two longs (— —).
B. If you have marked your syllables correctly, you will find that every line is made up of six feet: the first five feet will be either dactyls or spondees; the last will always be a spondee.

Example: Vergil, Aeneid 1.1-3

| — 蕤 蕤 | — 蕤 蕤 | — — | — — | — — | — 蕤 蕤 | — — |
| Ar/ma / vi/rum/que / ca/no / Tro/iae / qui / pri / mu/s a/b o/ris |
| — 蕤 蕤| — — | — — | — — | — — | — 蕤 蕤 | — — |
| I/ta/li/am / fa/to / pro/fu/gus / La/vin/ia/que / ve/nit |
| — 蕤 蕤 | — — | — — | — — | — — | — — | — — |
| Li/to/ra / mul/t(a) i/l(e) et / ter/ris / iac/ta/tu/s e/t al/to |

IV. Caesurae: When a word ends in the middle of a foot, this is called a caesura. Most Latin dactylic hexameters have a caesura (the major caesura) either in the middle of the third foot and/or in the middle of the fourth foot. Mark the caesurae in the third and fourth foot, and you will get a sense of how the line is broken up into distinct parts.

Example: Vergil, Aeneid 1.1-3

| — 蕤 蕤 | — 蕤 蕤 | — — | — — | — — | — 蕤 蕤 | — — |
| Ar/ma / vi/rum/que / ca/no / Tro/iae / qui / pri / mu/s a/b o/ris |
| — 蕤 蕤| — — | — — | — — | — — | — 蕤 蕤 | — — |
| I/ta/li/am / fa/to / pro/fu/gus / La/vin/ia/que / ve/nit |
| — 蕤 蕤 | — — | — — | — — | — — | — — | — — |
| Li/to/ra / mul/t(a) i/l(e) et / ter/ris / iac/ta/tu/s e/t al/to |

V. The Elegiac couplet
Every odd numbered verse of the elegiac couplet is a dactylic hexameter, identical to those scanned above.
Every even numbered verse is called a pentameter. It consists of a pair of 2 and ½ feet sections (cola), always with a caesura between the two sections (i.e., in the middle of the third foot).

E.g., Tibullus 1.1-2

Divitias alius fulvo sibi conderet auro
et teneat culti iugere magna soli.

Scan as:

| — 蕤 蕤| — 蕤 蕤| — — | — — | — — | — 蕤 蕤| — — |
| Di/vi/ti/a / sa/li/us / ful/vo / si/bi / con/de/re/ tau/ro |
| — 蕤 蕤| — — | — — | — — | — — | — 蕤 蕤| — — |
| et / te/ne/at / cul/ti // iu/ge/re / mag/na / so/li. |
TExES Review: Culture

Principal Areas to study
1. Roman history: major events (p. 26); rulers (p. 26); expansion of empire (p. 29)
2. principal magistracies, major features of republican government: p. 30
3. Roman religion and mythology: principal gods (with their Greek equivalents) and most important religious officials: p. 32
4. Topography: the most important monuments and locations in the city of Rome: p. 33
5. Roman authors: names, relative dates, and works of the major authors, principal Greek influences: p. 34
6. Etymology: languages derived from Latin, Latin in English: p. 36
7. The major rhetorical tropes and literary devices: p. 37
8. Roman education: p. 39
9. Features of daily life (e.g., parts of the house, baths, recitation, meals, patrons and clients)
Principal Events of Roman History and Legend
(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 Curiiati
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
390: Capture of Rome by the Gauls
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: Tribunate of Tiberius Gracchus
123-22: Tribunate 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

The Julio-Claudians:
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
Events after the Death of Nero
AD 69: "Year of the Four Emperors": it becomes clear that the armies can control who is emperor
AD 69-96: The Flavians: Vespasian, Titus, Domitian
AD 79: Eruption of Vesuvius buries Pompeii
AD 96-180: "The Five Good Emperors": Nerva, Trajan, Hadrian, Antoninus Pius, Marcus Aurelius: Rome's period of greatest stability and prosperity
AD 235-285: Chaos and economic decline caused by civil wars and invasions by barbarians
AD 285: Diocletian establishes order through more autocratic and bureaucratic government
AD 324-337: Reign of Constantine, first Christian emperor
AD 330: Constantine moves capital to Constantinople (now Istanbul)
AD 476: Last Roman emperor in West deposed by a German king
AD 1453: Eastern Roman Empire ends as Constantinople falls to Turks
<table>
<thead>
<tr>
<th>Region</th>
<th>Date made part of empire</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy south of Po</td>
<td>c.753-c.272 BC</td>
<td>Wars with various peoples, including Latins, Etruscans, Samnites, Greeks, Pyrrhus</td>
</tr>
<tr>
<td>Sicily, Sardinia, Corsica</td>
<td>c. 241</td>
<td>End of 1st Punic War</td>
</tr>
<tr>
<td>Spain</td>
<td>c. 201</td>
<td>End of 2nd Punic War (wars with Spaniards continue much longer)</td>
</tr>
<tr>
<td>Macedonia and Greece</td>
<td>196-146</td>
<td>Wars with Philip of Macedon, Perseus of Macedon, Greeks</td>
</tr>
<tr>
<td>Africa around Carthage</td>
<td>146</td>
<td>End of 3rd Punic War</td>
</tr>
<tr>
<td>Asia (modern day Turkey)</td>
<td>133</td>
<td>Will of Attalus of Pergamum</td>
</tr>
<tr>
<td>Gallia Narbonensis</td>
<td>101</td>
<td>Defeat of Cimbri and Teutones</td>
</tr>
<tr>
<td>Rest of Gaul</td>
<td>58-50</td>
<td>Conquests of Caesar</td>
</tr>
<tr>
<td>Egypt</td>
<td>30</td>
<td>Defeat of Antony and Cleopatra</td>
</tr>
<tr>
<td>Britain</td>
<td>AD 43</td>
<td>Conquests under Claudius</td>
</tr>
<tr>
<td>Dacia (Romania)</td>
<td>AD 106</td>
<td>Conquests under Trajan</td>
</tr>
<tr>
<td>Mesopotamia</td>
<td>AD 115-117</td>
<td>Conquests under Trajan (given up at Trajan’s death; 117 thus marks the greatest extension of the Roman Empire</td>
</tr>
</tbody>
</table>
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**
E. **resident non-citizens**

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 (Greek equivalents in parentheses)
   Jupiter = Jove (Zeus): king of gods
   Juno (Hera): Jupiter’s wife, presides over affairs of matrons
   Minerva (Athena): goddess of wisdom, crafts, war
   Mars (Ares): god of war
   Apollo (Apollo): god of archery, poetry, sometimes sun
   Diana (Artemis): goddess of the hunt, childbirth, the moon
   Mercury (Hermes): messenger god, god of commerce, thieves
   Ceres: goddess of grain
   Bacchus = Liber (Dionysus): god of wine
   Vulcan (Hephaestus): blacksmith god
   Neptune (Poseidon): god of the sea
   Venus (Aphrodite): goddess of love

B. Others
   Pluto = Dis (Hades): god of the underworld
   Vesta (Hestia): goddess of the hearth, and of the sacred flame in the Roman forum
   Quirinus (no Greek equivalent): deified Romulus
   Janus (no Greek equivalent): god of beginnings and endings
   Saturn (Uranus): 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)
### Principal Roman Authors (all dates BC unless otherwise noted)

<table>
<thead>
<tr>
<th>Author</th>
<th>Dates</th>
<th>Works/Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>T. Maccius Plautus</td>
<td>c. 184 B.C.</td>
<td>21 plays: most notably <em>Menaechmi</em>, <em>Amphitruo</em>, <em>Aulularia</em>, <em>Mostellaria</em></td>
</tr>
<tr>
<td>Quintus Ennius</td>
<td>239-169</td>
<td>plays, various poems including epic <em>Annales</em> (none of Ennius’s works survive in full)</td>
</tr>
<tr>
<td>P. Terentius</td>
<td>190-159</td>
<td>6 plays: most notably <em>Eunuchus</em>, <em>Adelphoe</em></td>
</tr>
<tr>
<td>M. Porcius Cato</td>
<td>234-149</td>
<td><em>De agricultura</em>, speeches (now lost), <em>Origines</em> (a history of Rome; now lost)</td>
</tr>
<tr>
<td>Cornelius Nepos</td>
<td>c. 110-24</td>
<td>biographies</td>
</tr>
<tr>
<td>M. Tullius Cicero</td>
<td>106-43</td>
<td>Speeches, most notably <em>Pro Caelio</em>, 4 speeches <em>In Catilinam</em>; philosophical and rhetorical works, most notably <em>De amicitia</em>, <em>De officiis</em>, letters</td>
</tr>
<tr>
<td>C. Iulius Caesar</td>
<td>100-44</td>
<td><em>De Bello Gallico</em>, <em>De Bello Civili</em></td>
</tr>
<tr>
<td>Titus Lucretius Carus</td>
<td>94-55 (?)</td>
<td><em>De rerum natura</em></td>
</tr>
<tr>
<td>C. Valerius Catullus</td>
<td>84-54 (?)</td>
<td>116 poems</td>
</tr>
<tr>
<td>C. Sallustius Crispus</td>
<td>86-35</td>
<td><em>Bellum Catilinae</em>, <em>Bellum Iugurthinum</em>, <em>Historiae</em></td>
</tr>
<tr>
<td>P. Vergilius Maro</td>
<td>70-19</td>
<td><em>Eclogues</em>, <em>Georgics</em>, <em>Aeneid</em></td>
</tr>
<tr>
<td>Q. Horatius Flaccus</td>
<td>65-8</td>
<td><em>Odes</em>, <em>Epodes</em>, <em>Satires</em>, <em>Epistles</em>, inc. <em>Ars Poetica</em></td>
</tr>
<tr>
<td>Titus Livius</td>
<td>59 BC-AD 17 (?)</td>
<td><em>Ab urbe condita</em></td>
</tr>
<tr>
<td>Albias Tibullus</td>
<td>c. 55-19 BC</td>
<td>2 books of Elegies</td>
</tr>
<tr>
<td>Sextus Propertius</td>
<td>50-2 BC</td>
<td>4 books of Elegies</td>
</tr>
<tr>
<td>P. Ovidius Naso</td>
<td>43 BC-AD 17</td>
<td><em>Amores</em>, <em>Metamorphoses</em>, <em>Ars Heroides</em>, <em>Fasti</em></td>
</tr>
<tr>
<td>Author</td>
<td>Time Period</td>
<td>Works</td>
</tr>
<tr>
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<tr>
<td>L. Annaeus Seneca</td>
<td>AD 1-65</td>
<td>9 tragedies, philosophical letters and discourses</td>
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<tr>
<td>Petronius Arbiter</td>
<td>1st century AD</td>
<td>Satyricon</td>
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<tr>
<td>M. Valerius Martialis</td>
<td>AD 40-104</td>
<td>12 books of epigrams</td>
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<tr>
<td>Cornelius Tacitus</td>
<td>AD 56-115</td>
<td>Annales, Historiae, Agricola, Germania</td>
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<tr>
<td>Decimus Iunius Iuvenalis</td>
<td>early 2nd cent. AD</td>
<td>16 satires</td>
</tr>
<tr>
<td>Suetonius Tranquillus</td>
<td>early 2nd cent. AD</td>
<td>biographies of 12 Caesars</td>
</tr>
<tr>
<td>Apuleius</td>
<td>late 2nd cent. AD</td>
<td>Metamorphoses, other works</td>
</tr>
<tr>
<td>Augustine</td>
<td>354-430 AD</td>
<td>Confessions, De civitate dei</td>
</tr>
</tbody>
</table>
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.
**Principal rhetorical tropes and literary devices used in Latin**

1. **alliteration**: repetition of the same letter at beginning of words or syllables:  
   Marcus me momordit.

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).
### Typical steps in the education of an upper-class Roman boy in the late Republic

<table>
<thead>
<tr>
<th>Typical Ages</th>
<th>Teacher</th>
<th>Subjects</th>
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<tbody>
<tr>
<td>7-11</td>
<td>magister ludi</td>
<td>basic reading and writing</td>
</tr>
<tr>
<td>12-15</td>
<td>grammaticus</td>
<td>grammar, literature, sometimes some rudiments of rhetoric</td>
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<tr>
<td>16-18</td>
<td>rhetor</td>
<td>rhetoric</td>
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</table>

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

I. Tips
1. Review very carefully the section on pronunciation in the Preparation Manual, and be sure to follow the rules there.
2. Always remember the penultimate rule:
   - in a two syllable word, the first syllable gets the accent (fāma)
   - in a word of three or more syllables
     the penult gets the accent if it is long (long vowel or closed)
     the antepenult gets the accent if the penult is short (short vowel and open)
   Note especially 2nd vs. 3rd conjugation infinitives: monère but cápere
3. You may choose either classical or church pronunciation, but you must be consistent within each sentence.
4. Be sure to read the entire question aloud, including the English section.
5. Do not convert unstressed vowels to a “schwa” sound (e.g., both “a”s in magnam should sound like the “a” in English “father.”)
6. The last thing you say will be counted. Don’t feel you have to fill up all the time you are allotted. Don’t repeat the answer unless you are pretty sure you missed an accent or made more than one other error. Don’t say anything besides the answer (e.g., don’t translate the Latin, continue with more words, or make any comments).
7. Read fluently. You will loose points if you read haltingly, even if all the letters are pronounced correctly.
8. Key things to watch out for:
   1. Long vowels are only longer versions of shorts: do not turn them into diphthongs.
   2. i as a consonant: e.g., iam and ieci. This is usually the case where i starts a word and is followed by another vowel.
   3. avoid American a: cano.

The one and only key to success: Read aloud often.

II. Resources
A. On the Web


Latin Background (http://community.middlebury.edu/~harris/SubIndex/latinbackg.html): Includes discussions of vowel length, reading of verse, and sources for our knowledge of pronunciation by William Harris of Middlebury College.

Former UT Professor Gareth Morgan Reading texts by Cicero, Catullus, and Horace (http://www.laits.utexas.edu/itsaud/)

Society for the Oral Reading of Greek and Latin Literature: includes numerous guides and recordings (http://www.rhapsodes.fll.vt.edu/index.php)

A Latin text-to-speech engine (http://www.poetaexmachina.net/).
**Recordings of Plautine Cantica**
(http://uts.cc.utexas.edu/~timmoore/Recordings%20of%20Plautus/MoorePlautusRecordings.html).

**B. Book**


**C. Recordings**

*The pronunciation and reading of classical Latin.* Daitz, Stephen G. Guilford, CT / 1984;: Presents instruction in the reading of classical Latin, including vowels, consonants, accents, and rhythm.


Selections from Latin literature read aloud by Robert P. Sonkowsky of the University of Minnesota. (Guilford, CT 1984-1985)

1. *Selections from Cicero.*

2. *Selections from Catullus and Horace.*

3. *Selections from Vergil.*
Practice test for the Latin TExES exam (answers on p. 53)

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 Colosseum
   b. the Circus Maximus
   c. the Palatine
   d. the forum

9. Which of the following languages does not derive from Latin?
   a. Romanian
   b. German
   c. Italian
   d. Portuguese

10. Which of the following was a king of Rome?
    a: Scipio
    b: Ancus Martius
    c: Gracchus
    d: Cicero

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 wrote plays?
    a: Horace
    b: Seneca
    c: Vergil
    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.

Fill in the blanks.
1. _____ iuvit Tarquinius?
   a. quis
   b. quem
   c. cui
   d. cuius.

2. _____ iuvit Tarquinium?
   a. quis
   b. quem
   c. cui
   d. cuius.

3. Puella, _______ patrem diligis, tibi gratias agit.
   a. quem
   b. quam
   c. cuius
   d. quibus

4. Curro ______ quam soror mea.
   a. facilis
   b. facile
   c. facilius
   d. facillime.

5. _____ hostem superavit?
   answer: manu hostem superavit.
   a. quo
   b. quam
   c. qualis
   d. quis.

6. Which verb form best completes this sentence?
   Cum Alpes ____________, Hannibal Romam petivit.
   a: transit
   b: transivisset
   c: transeat
   d: transiverit.
7. Which verb form best completes this sentence?
Cicero libros scrispit ut Romanos ____________.
a: doceat
b: doceret
c: docuisset
d: docebit.

8. Which word best completes this question-answer sequence?
___________servavisti? Filium meum servavi.
a: quis
b: quem
c: cuius
d: cui.

C. Choose the word or phrase that, when substituted for the underlined word or phrase, best keeps the meaning of the original Latin.
1. Tyrannus urbe captā populum servavit.
a. urbem capiens
b. postquam urbem cepisset
c. urbem capturus
d. ad urbem capiendam

2. Mater mitior est patre.
a. cum patre
b. ad patrem
c. sine patre
d. quam pater

3. Veniunt ut filias videant.
a. filiis visis
b. ad filias videndas
c. filias videndo
d. filias visuri

a. qui venarentur.
b. qui venati sunt.
c. venantes.
d. venati.

5. Omnes fügērunt.
a. fugiunt
b. fugiebant
c. fügēre
d. fugient

6. Rogavit, “Cur laboras?”
a. cur laborem
b. cur laborarem
c. cur laboravissem.
d. cur laboraturus essem.

7. Filii, parentibus servatis, gaudebant.
   a. cum parentes servavissent
   b. cum parentes servarent
   c. cum parentes servaturi essent
   d. cum parentes servent

8. Studemus ut linguam Latinam discamus.
   a. linguā Latinā doctā
   b. ad linguam Latinam discendam
   c. linguae Latinae discendae
   d. linguā Latinā discendā

9. Caesar milites vocabat pugnandi causa.
   a. ut pugnarent
   b. qui pugnabant
   c. pugnantes
   d. cum pugnarent.

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. Latrones poenas dant.
    d. Latronibus poenae dantur.

D. Choose the best translation for the underlined Latin or English Text.
1. Si Romae essent, laeti essent.
   a. they would be happy
   b. they were happy
   c. they are happy
   d. they would have been happy

2. Si me adiuvissetis, servatus essem.
   a. I would be saved
   b. I was saved
   c. I am saved
   d. I would have been saved.
3. Cum inimici essent, unā tamen laborabant.
   a. since they were enemies
   b. when they were enemies
   c. although they were enemies
   d. being enemies.

4. Vēnit amici adiuvandi causā.
   a. helping his friend
   b. to help his friend
   c. to help his friend’s cause
   d. with his friend helping.

5. We must run.
   a. nos curremus.
   b. nos currimus.
   c. nobis currendum est.
   d. nobis currere.

6. Don’t speak.
   a. non loqueris
   b. noli loqui
   c. non loquere
   d. non loqui.

7. Are you sad.
   a. tristisne es?
   b. non tristis es?
   c. nonne tristis es?
   d. num tristis es?

8. Didn’t you do your homework?
   a. non pensum fecisti?
   b. nonne pensum fecisti?
   c. num pensum fecisti?
   d. pensumne fecisti?

9. You didn’t buy it, did you?
   a. num id emisti?
   b. nonne id emisti?
   c. idne emisti?
   d. non id emisti?

10. He dedicated all his efforts to helping his mother.
    a. matri adiuvandae
    b. matre adiuvandā
    c. matris adiuvandae
    d. matrem adiuvandam.
E. Read each of the following passages and answer the questions below.

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

1. What word does castissimum in the second line modify?
   a. regiam
   b. iniuriam
   c. sanguinem
   d. di.

2. What does the phrase “me L. Tarquinium Superbum… regnare Romae passurum” express?
   a. Brutus will drive L. Tarqunius from Rome, marry his wife, and become king.
   b. Brutus will make an alliance with Tarquinius and his wife and become king.
   c. Brutus will drive L. Tarquinius and his wife from Rome and will become king.
   d. Brutus will drive L. Tarquinius and his wife from Rome and prevent Rome from having a king.

3. Which of the following words is not a direct object?
   a. cultrum
   b. vos
   c. me
   d. illos

4. 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.

5. 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.

6. 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

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

7. The phrase *si quando* in the first line of this passage means:
   a. if when  
   b. if now  
   c. if ever  
   d. if anyone.

8. 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.

9. 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.

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

10. What word does *errans* modify?
    a. nemus  
    b. passibus  
    c. nepos  
    d. lucum

11. What is the best translation of *texere*?
    a. they covered  
    b. to cover  
    c. to be covered
d. they cover

12. What happens in the passage?
   a. the grandson of Cadmus accidently 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

IV. (From Vergil)
   Primus ibi ante omnis magna comitante caterva
   Laocoön ardens summa decurrit ab arce,
   et procul "o miserī, quae tanta insania, cives?
   creditis avectos hostis? aut uilla putatis
   dona carere dolis Danaum?

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

14. Where is the major caesura in line 3?
   a. after procul
   b. after tanta
   c. after miserī
   d. after insania.

15. 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?

16. How many dactyls are in line four?
   a. four
   b. two
   c. one
   d. three.

V. (From Catullus)
   Lesbia me dicit semper male nec tacet umquam
   de me: Lesbia me dispeream nisi amat.
   quo signo? quia sunt totidem mea: deprecor illam
   assidue, verum dispeream nisi amo.

   deprecor - insult

17. 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.

18. Where is the major caesura in line 2?
   a. after Lesbia
   b. after dispeream
   c. after the second "me"
   d. after nisi.

19. This poem is written in what meter?
   a. hendecasyllabics
   b. dactylic hexameter
   c. elegiac couplets
   d. Sapphics.

20. What is the best translation of dispeream?
   a. I perish
   b. I will perish
   c. I perished
   d. may I perish
### Practice Test Answers

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<th>Part B</th>
<th>Part C</th>
<th>Part D</th>
<th>Part E</th>
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