

CLASSICS.

QUESTIONS IN JUNIOR LEAVING
LATIN.

LATIN GRAMMAR.

A.

1. Write down the nom. sing. of *virtute*, *corpore*, *plebi*, *nocte*, *multitudine*, *itinere*, *montibus*, *laude*, *caedibus*, *oratione*.

2. State the gender of each of the nouns in question 1, giving the rule in each case.

3. Write down the positive of *maximus*, *plurimus*, *optime*, *minimus*, *peissimus*.

4. Parse *faciet*, *fiat*, *feret*, *ferret*, *jaceat*, *jaciet*, *stet*, *audet*, *pendeat*, *victus*.

5. Give the principal parts of *cado*, *caedo*, *teneo*, *tendo*, *do*, *fungo*, *figo*, *queror*, *quaero nolo*.

6. Give an example of *ablative absolute*, *acc. with infinitive*, *indirect question*, *ut consecutive*, *ut final*.

B.

1. Parse the following words: *loquere*, *fugere*, *rapiere*, *hortere*, *audiat*, *faciet*.

2. Give the comparatives and superlatives of *felix*, *prudens*, *acer*, *nequam*, *magnus*.

3. Write out all the infinitive and participial forms of *fero* and *loquor*, with the English of each.

4. Translate *monituro moniturum*; *momenti monentes*; *audientibus audienda*; that they may go; he will be unwilling; that he may become.

5. Give the principal parts of *domo*, *veto*, *juvo*, *augeo*, *audeo*, *tego*, *texo*, *divido*, *queror*, *quaero*.

6. Give the gender of *incola*, *humus*, *domus*, *virtus*, *genus*, *iter*, *agger*, *pes*, *quies*.

7. How are *duration of time* and *extent of space* expressed in Latin?

Translate: He has not gone ten feet from the house for ten years.

8. Construct short Latin sentences to illustrate the construction of *jubeo*, *puget*, *opus*, *oportet*.

C.

1. Parse *ferat*, *feret*, *ferret*, *caedat*, *caedet*, *quaerenti*, *questurus*, *veneat*, *veniet*, *vixere*.

2. Give the principle parts of *sto*, *sisto*, *gaudeo*, *tego*, *texo*, *tango*, *meto*, *metior*, *pendo*, *orior*.

3. State the gender of *poeta*, *domus*, *i nago*, *multitudo*, *corpus*, *virtus*, *manus*, *grex*, *lex*, *mous*.

4. Give the genitive singular of *ego*, *idem*, *alius*, *quidam*, *quis*, and the meaning of each.

5. Explain the syntax of italicised words in:

(a) *Dimisso exercitu Romam rediit.*

(b) *Equum vendidit sex millibus sestertium.*

(c) *Equitatum auxilio Caesari miserant.*

(d) *Legatos pacem petitum misit.*

(e) *Quis regem occidisset rogavit.*

6. Construct short Latin sentences to illustrate the use of *qui* with the subjunctive.

D.

1. Decline throughout, with the adjective *nullus*, the following nouns: *dea*, *deus*, *senex*, *arx*, *portus*.

2. Give the degrees of comparison of *facilis*, *benevolus*, *nequam*, *parvus*.

3. Distinguish *hic*, *iste* and *ille*; *qui* and *quis*; *quidam* and *quisquam*.

4. Give in full the *imperfect subjunctive* of the following verbs: *vereor*, *possum*, *nolo*, *eo*, *fo*.

5. Give the principal parts of *juvo*, *caveo*, *gaudeo*, *fungo*, *pendo*, *orior*.

E.

1. Give the principal parts of *cado*, *caedo*, *tango*, *lego*, *vinco*, *vincio*, *vivo*, *meto*, *metior*, *orior*.

2. What verbs take (a) the accusative and infinitive for the English noun-class introduced by *that*, (b) *ut* with the subjunctive for the English infinitive?

3. Construct Latin sentences to show the syntax of (a) verbs of *fearing*, (b) verbs of *hindering*.

4. Give the forms used in Latin for the *negative imperative*. Illustrate.

5. Give examples of *historic inf.*, *final clause*, *ut consecutive*, *indirect question*.

Exercises Based on Bradley.

A.

Translate into Latin:

(a) I have heard that no one was willing to fight for the king.