PARTICIPLE AND PERIPHRASTIC WORKSHEET

I.   The Basics:

1.   What is a participle?

2.   What are the five attributes or characteristics of a participle?

3.   A regular Latin verb has four participles. Name them:

4.   What two words are necessary for a periphrastic?

5.   How many periphrastics are there? Give an example of them in English.

6.   What is an Ablative Absolute? Give an example in English.

II.   Formation

1.   Give the Nom/Masc/Sing form of all of the participles of the verb "to push", label each one by tense and voice, and translate each one:

2.   Give the tense, voice and meaning of the following participles:

a.   trahens

b.   quaesitus

c.   redditurus

d.   alendus

III. Translation

    1.   Circle the Latin phrase that best translates the indicated English phrase:

        a.   *With the weapon having been bent*, the soldier retreated.

            1. telum flectans   3. telum flexum

            2. telo flexo   4. telum flexurum

        b.   The boy saw *the man calling the girl*.

            1. virum vocans puellam   3. virem vocantem puellam

            2. virum vocatum puellam   4. virum vocantem puellam

        c.   My mother, *about to buy a gift*, is going to town.

            1. emptura donum   3. empturum donum

            2. emptura dona   4. empturum dona

    2.   Change the following Latin sentence into a Latin sentence with a periphrastic construction. Then translate your new sentence.

        Puella a me in urbem portari debet.   The girl ought to be brought by me into the city.

    3.   Translate the following sentence into English:

        Litterae de exercitus opibus mihi portandae erant; nam sine his, nulla spes nostro populo erat.

LESSON 4 WORKSHEET: GERUNDS/GERUNDIVES

I. The Basics:

1. What are the four uses of a FPP?

2. What is a gerund?

3. How is a gerund generally translated?

4. What four endings can a gerund have?

5. How is a gerund different from a FPP?

6. How is a gerund similar to a PAP?

7. What is the difference between a gerund and a gerundive?

8. What is used instead of a gerund for the subject and direct object?

II.   Translation

1.   Circle the Latin phrase that best translates the indicated English phrase:

   a.   No one is better *at running the course*.

      1.   currendo cursum   2.   currendo cursu

      3.   currende cursu   4.   currendo curso

   b.   *Hesitating* is not to your advantage.

      1.   cessans   2.   cessari

      3.   cessare   4.   cessaturus esse

   c.   The mother died *for the sake of helping her son*.

      1.   iuvandi fili causā   2.   causā iuvanda filii

      3.   causā iuvandi filii   4.   iuvatum filium

   d.   She said that *her voice was suitable for singing the song*.

      1.   vocem canendo carminem idoneus esse

      2.   vocem canendo carmen idonea esse

      3.   vocem canendo carmini idoneam esse

      4.   vocem canenda carmini idonea esse

   e.   He passed the time *by writing a poem*.

      1.   scribenda carmina   2.   a scribendo carmine

      3.   scribendā carmine   4.   scribendo carmine

2.   Translate the following sentences:

   a.   Insignis dux pacem mittendo comite ad ducendam civitatem ad finem defenderit.

   b.   Filio Maltam portato, pater eum mittendis litteris celeriter aluit.

SUBJUNCTIVE WORKSHEET

I.   The Basics:

1.   What are the three moods of verbs in Latin? What is each used for?

2.   How is the present subjunctive formed? What mnemonic is useful in remembering the vowel changes?

3.   How is the imperfect subjunctive formed?

4.   How is the perfect subjunctive formed? What other tense does it resemble? How are they different?

5.   How is the pluperfect subjunctive formed?

6.   What is the hortatory subjunctive used to communicate? Give an example in English.

7.   What is the jussive subjunctive used to communicate? Change the sentence above to a jussive.

8.   What Latin word is always used with the optative subjunctive? Change the sentence above to an optative.

9.   What is the potential subjunctive used to communicate? Change the sentence above to a potential.

10.   How do you identify a deliberative subjunctive sentence? Change the sentence above to a deliberative.

II.   Formation

   Give the following forms in Latin:

        a.   present active subjunctive 3rd sing of "fallo"

        b.   imperfect active subjunctive 1st plural of "tego"

        c.   pluperfect active subjunctive 2nd sing. of "iacto"

        d.   present active subjunctive 1st sing. of "sum" (pg. 56)

III.   Translation

   1.   Translate the following sentences into Latin and identify which independent subjunctive they represent:

        a.   If only the river bank were empty. [Use the verb "to be" and an adjective]

        b.   Let's grow remarkable hair.

        c.   Should the guards protect the sacred precinct?

   2.   Translate the following sentences into English:

        a.   Quamquam frater inquit "Defendamus nostram victoriam ad mortem!", cohors templum ferro tegere non possit et ex castris fugiat.

        b.   Deserant templum ubi immensus amnis non iam tutus crescit?

PURPOSE/RESULT CLAUSE WORKSHEET

1. For the following sentences, underline the dependant subjunctive clause, identify it as either a purpose clause or a result clause, and then translate.

  a. Nuntii veniunt ut regem videant.

  b. Fugit ā hostibus ne interficiatur.

  c. Tam fortiter pugnabat ut omnis vinceret.

  d. Misit exploratores ut agros vastarent.

  e. Tantus erat terror ut iuvenes fugerent.

  f. Virtus sociorum tanta erat ut superari non possent.

2. Translate into Latin:

  a. So many were the attacks that the cavalry was breaking ranks.

  b. The bard is escaping from the bay so as not to be made a soldier.

  c. Hercules fought so bravely that he rescued his wife.

INDIRECT COMMAND WORKSHEET

I.   The Basics:

     1.   How is an indirect command similar to an indirect statement (besides both being "indirect")?

     2.   How is an indirect command different from an indirect statement (besides the command-statement difference)?

     3.   How is an indirect command similar to a purpose clause?

     4.   What types of verbs introduce indirect commands?

     5.   The verbs "mando", "impero" and "persuadeo" are special because they take _____ direct objects.

     6.   What words are the first words in the actual indirect command?

     7.   What is the mood and tense of a verb in an indirect command?

II.   Translation

     1.   Circle the Latin phrase that best translates the indicated English phrase:

         a.   *He ordered me to call* my mother.

             1. mihi imperavit ut vocarem   3. me iussit ut vocarem

             2. me rogavit ut vocarem   4. me imperavit ut vocem

b.   The boy *is asking the girl to walk* with him.

    1. puellam rogat ut ambulet   3. puellam rogat ut ambularet

    2. puellam petit ut ambulet   4. puellam rogavit ut ambularet

c.   The soldiers *warned their enemies not to harm them*.

    1. a hostibus monuerunt ut se non nocerent   3. a hostibus monuerunt ne sibi nocerent

    2. hostis monuerunt ne sibi nocerent   4. hostis monuerunt ne se nocerent

d.   *You should never fall* from the favor of your friends.

    1. ne umquam cadatis   3. ne cadatis

    2. ne caderetis   4. ne umquam caderetis

e.   He said that *he had commanded the bard to leave* the palace.

    1. mandaverat vatem ut discederet   3. se mandavisse vati ut discederet

    2. se mandavisse vatem ut discederet   4. mandaverat vatem discedere

2.   Translate the following sentence into English:

Cum ab hostibus rogatus sum ut meos comites desererem, nuntium principi misi ut mandata ex eo peterem.

Quamquam mei "amici" mihi persuaserunt ut vinum biberem, scivi hoc stultum esse et id non faciam.