

**ADVANCED PROSE EXAMINATION**  
**Classical Association of Virginia**  
**2016 Latin Tournament**

**MAXIMUM TIME:**            2 hours

**TEST FORMAT:**            75 Multiple Choice Questions  
25-point Sight Translation

**TEST INSTRUCTIONS**

1. Fill in your information on your answer sheet. (See below)
2. Choose the best answer for each multiple choice question. Fill in the corresponding oval **completely** on your answer sheet.
3. Turn over your answer sheet to write your translation for the Sight Translation passage.

**On the front of the answer sheet:**

**(A) NAME**

Neatly print your name.

**(B) SUBJECT**

Write the name of your school with no abbreviations other than H.S. (High School) or M.S. (Middle School).  
*Only exceptions: TJHSST, SSSA, MWGS*

**(C) PERIOD**

Write your year of Latin: 1, 1-Advanced, 2, 3, 4, 5, 6, etc.  
“AP” is NOT a year of Latin.

**(D) DATE**

Write the title of your test. (Advanced Prose).

**(E) BELOW THE BOX**

Write the name of your Latin Teacher.

<i>NAME</i> Publius Vergilius Maro
<i>SUBJECT</i> Lavinium H.S.
<i>PERIOD</i> 3 <i>DATE</i> Advanced Prose

Mr. Maecenas



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**DIRECTIONS:**

**Tear off the back sheet of this test. It has all the Latin passages to which you need to refer to answer questions 1-75. This way you will not have to keep flipping back and forth to see the passages.**

**Read over each passage, select the best answer to the questions about the passage, and mark your answer on your answer sheet.**

**PASSAGE I:**

*A Dolphin and a Boy Become Famous* (Pliny, *Epistulae* IX.33, Adapted)

1. The tense of **occurrit** in line 1 is \_\_\_\_\_.
  - a. present indicative
  - b. imperfect indicative
  - c. future indicative
  - d. pluperfect indicative
  
2. In line 1, the best translation of **nunc praecedere ... circumire** is \_\_\_\_\_.
  - a. the dolphin now carries the boy, now approaches him, now embraces him
  - b. the dolphin now goes ahead of the boy, now follows him, now goes around him
  - c. the dolphin now approaches the boy, now follows him, now leaves him
  - d. the dolphin now goes ahead of the boy, now returns to him, now carries him
  
3. At first approach, in lines 1-2 (**delphinus ... subire**), the dolphin is \_\_\_\_\_.
  - a. aggressive
  - b. timid
  - c. playful
  - d. unfriendly
  
4. In line 2, **subire depōnere iterum subire** means that the dolphin \_\_\_\_\_.
  - a. swims far down to the bottom and returns to surface again
  - b. jumps out of the water and back into it again
  - c. deposits the boy on shore and takes him on a ride again
  - d. lifts the boy up, puts him down, and lifts him up again
  
5. In line 3, **altum** means \_\_\_\_\_.
  - a. top of a wave
  - b. high point on shore
  - c. the deep sea
  - d. sea bottom
  
6. In lines 1-3 (**Delphinus ... altum**), the boy feels \_\_\_\_\_ about his experience with the dolphin.
  - a. afraid
  - b. exhilarated
  - c. angry
  - d. sad
  
7. The case and function of **aequalibus** in line 4 are \_\_\_\_\_.
  - a. dative, agent
  - b. dative, indirect object
  - c. dative, purpose
  - d. dative, possession

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8. An adjective used as a noun is called a substantive. Knowing that **aequālibus** (line 4) is substantive, the best meaning here is \_\_\_\_\_.
- |               |            |
|---------------|------------|
| a. supporters | c. peers   |
| b. bystanders | d. cousins |
9. In line 5, **tamquam** means \_\_\_\_\_.
- |             |              |
|-------------|--------------|
| a. although | c. as big    |
| b. finally  | d. as though |
10. Which of the following does NOT describe the people's actions when they hear about the boy's actions in lines 4-5 (**concurrere ... nārrāre**)?
- |                        |                                 |
|------------------------|---------------------------------|
| a. They criticize him. | c. They listen to him.          |
| b. They question him.  | d. They tell stories about him. |
11. After the boy's first encounter with the dolphin, news winds its way through the city and the boy is treated as \_\_\_\_\_.
- |             |                   |
|-------------|-------------------|
| a. a god    | c. an abuser      |
| b. a wonder | d. a troublemaker |
12. The declension and gender of **litus** in lines 3 and 6 are \_\_\_\_\_.
- |                             |                             |
|-----------------------------|-----------------------------|
| a. 2nd declension masculine | c. 3rd declension neuter    |
| b. 2nd declension neuter    | d. 4th declension masculine |
13. **quid** in line 6 means \_\_\_\_\_.
- |         |             |
|---------|-------------|
| a. some | c. certain  |
| b. what | d. anything |
14. **ille** in line 7 refers to \_\_\_\_\_.
- |                |                   |
|----------------|-------------------|
| a. the boy     | c. the companions |
| b. a bystander | d. the sea        |
15. In line 7 (**delphīnus ... puerum**) the verb, \_\_\_\_\_, is understood.
- |          |           |
|----------|-----------|
| a. vexat | c. videt  |
| b. venit | d. vēndit |
16. On the second day (line 7), the dolphin returns \_\_\_\_\_.
- |                     |                |
|---------------------|----------------|
| a. at the same time | c. before dark |
| b. after lunch time | d. after dark  |
17. When the dolphin returns (lines 7-8), the boy and his companions are \_\_\_\_\_.
- |                 |            |
|-----------------|------------|
| a. enthusiastic | c. upset   |
| b. tired        | d. fearful |

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18. In line 8, **invitet et revocet** are subjunctive indicating \_\_\_\_\_.
- |                   |           |
|-------------------|-----------|
| a. characteristic | c. result |
| b. purpose        | d. wish   |
19. In line 9, **hoc** refers to \_\_\_\_\_.
- the people's continued interest in the boy
  - the dolphin's continued interest in the people
  - the people's lack of interest about the dolphin
  - the boy's tricks on the beach
20. In line 10, **timendī** is a \_\_\_\_\_.
- |                              |              |
|------------------------------|--------------|
| a. present active participle | c. gerundive |
| b. future active participle  | d. gerund    |

**PASSAGE II:**

*A Man I Recently Met* (Thomas More, *Letter to Daughter Margaret Roper*, 1522, Adapted)

21. **sedēre** (line 1) is \_\_\_\_\_.
- |   |   |
|---|---|
| a. 2nd sing. present passive indicative | c. an infinitive                        |
| b. 2nd sing. present passive imperative | d. syncopated 3rd plural perfect active |
22. **mihi contigit** (line 1) indicates that the meeting between Thomas More and the priest most likely occurred \_\_\_\_\_.
- |                              |                    |
|------------------------------|--------------------|
| a. by appointment            | c. by obligation   |
| b. without prior arrangement | d. with reluctance |
23. The time of this meeting indicated in line 1 (**hōc vespere**) was \_\_\_\_\_.
- |            |             |
|------------|-------------|
| a. morning | c. evening  |
| b. daytime | d. midnight |
24. The second **et** in line 1 joins **litterātissimō** and \_\_\_\_\_.
- |                           |                                |
|---------------------------|--------------------------------|
| a. <b>Iōanne</b> (line 1) | c. <b>cōfessiōne</b> (line 2)  |
| b. <b>virō</b> (line 1)   | d. <b>integerrimō</b> (line 2) |
25. In line 2, **omnium cōfessiōne** indicates that \_\_\_\_\_.
- the priest knew almost everything
  - everyone had a high opinion of the priest
  - the priest knew the history of all the churches
  - the priest had heard confessions from everyone
26. **cōnfābulandum** in line 2 functions as a \_\_\_\_\_.
- |                               |              |
|-------------------------------|--------------|
| a. future active participle   | c. gerund    |
| b. perfect passive participle | d. gerundive |

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27. Identify the type of **cum** clause in lines 2-3 (**cum ... dēprōmerem**).
- a. conditional
  - b. circumstantial
  - c. causal
  - d. concessive
28. What happened when Thomas More reached for the **schēdula** (lines 3-4)?
- a. He revealed his daily agenda.
  - b. He dropped his purse out of surprise.
  - c. He pulled out his daughter's letter by chance.
  - d. The priest asked him to write a letter.
29. The best translation of **quandam** (line 3) is \_\_\_\_\_.
- a. same
  - b. a certain
  - c. another
  - d. each
30. In line 4, the priest was motivated to examine the document because \_\_\_\_\_.
- a. he thought that Thomas More intended him to do so
  - b. the writer's handwriting impressed him
  - c. the size of the document fit perfectly in his hand
  - d. he was apparently bored and the document was at hand
31. As he reads the letter (lines 4-5), the priest realizes that \_\_\_\_\_.
- a. it was written hastily
  - b. it was meant to flatter him
  - c. he knew its author straight away
  - d. it was written by a woman
32. What part of the letter led the priest to determine its author in lines 4-5 (**ubi ... avidius**)?
- a. its greeting
  - b. its body
  - c. its stylistics
  - d. its closing
33. The form of **avidius** (line 5) is \_\_\_\_\_.
- a. positive adjective
  - b. positive adverb
  - c. comparative adverb
  - d. superlative adverb
34. The best translation of **quod nisi mē affirmante nōn erat crēditūrus** (lines 5-6) is \_\_\_\_\_.
- a. a fact which he was not about to believe unless I confirmed it.
  - b. a fact which he could not believe unless I confirmed it.
  - c. a fact which he did not believe unless I confirmed it.
  - d. a fact which he refused to believe unless I confirmed it.
35. The function of the ablative found in the phrase **mē affirmante** (lines 5-6) is \_\_\_\_\_.
- a. characteristic
  - b. means or instrument
  - c. absolute
  - d. description
36. What grammatical feature is seen in line 6 (**tuam ... didicisset**)
- a. indirect statement
  - b. indirect question
  - c. passive infinitive
  - d. partitive genitive

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37. The case of **ipsū** (line 6) is \_\_\_\_\_.
- |               |             |
|---------------|-------------|
| a. nominative | c. dative   |
| b. genitive   | d. ablative |
38. The tense of **admīrātus est** in line 8 is \_\_\_\_\_.
- |              |               |
|--------------|---------------|
| a. present   | c. perfect    |
| b. imperfect | d. pluperfect |
39. After reading the letter, what did the priest take out of his pocket (lines 8-9)?
- |                      |                     |
|----------------------|---------------------|
| a. a new letter      | c. a pouch of money |
| b. a piece of silver | d. a gold coin      |
40. The tense of **accipiēs** in line 9 is \_\_\_\_\_.
- |                        |                          |
|------------------------|--------------------------|
| a. present indicative  | c. imperfect subjunctive |
| b. present subjunctive | d. future indicative     |
41. In line 10, Thomas More asks his daughter to \_\_\_\_\_.
- |   |  |
|---|--|
| a. write a thank-you letter to the priest | c. ask the priest to support her father    |
| b. request a meeting with the priest      | d. invite the priest to a family gathering |
42. Which Latin phrase is synonymous with **aliquandō** (line 11)?
- |                     |                        |
|---------------------|------------------------|
| a. <b>aliō modō</b> | c. <b>aliō tempore</b> |
| b. <b>aliō locō</b> | d. <b>aliō homine</b>  |

**PASSAGE III:**

*Portents Regarding Servius Tullius* (Livy, *Ab Urbe Conditā* I. 39, Adapted)

43. The described portents occurred (line 1) somewhere in \_\_\_\_\_.
- |                |               |
|----------------|---------------|
| a. the kingdom | c. the temple |
| b. the palace  | d. a market   |
44. The forms of **vīsū** and **ēventū** (line 1) are \_\_\_\_\_.
- |                               |                                |
|-------------------------------|--------------------------------|
| a. ablative of manner         | c. ablative supine             |
| b. ablative of characteristic | d. object of special adjective |
45. What happened to the sleeping boy in lines 1-3 (**puerō ... cōspectū**)?
- |                         |                       |
|-------------------------|-----------------------|
| a. he was woken up      | c. he burned a candle |
| b. his head caught fire | d. he got a headache  |
46. Since it begins an indirect statement, **ferunt** (line 2) is best translated \_\_\_\_\_.
- |               |               |
|---------------|---------------|
| a. they carry | c. they say   |
| b. they bring | d. they allow |

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47. The case and function of **plūrimō clāmōre ... ortō** (line 3) are \_\_\_\_\_.
- |                       |                            |
|-----------------------|----------------------------|
| a. ablative of manner | c. ablative of agent       |
| b. ablative absolute  | d. ablative of description |
48. In line 4, **cum** is best translated \_\_\_\_\_.
- |          |         |
|----------|---------|
| a. with  | c. when |
| b. until | d. if   |
49. In line 4, **ad restinguendum** expresses \_\_\_\_\_.
- |                          |                   |
|--------------------------|-------------------|
| a. purpose               | c. place to which |
| b. accusative of respect | d. relationship   |
50. From the phrase **ā rēgīnā retentum esse** (line 5), we learn that \_\_\_\_\_.
- |                             |                            |
|-----------------------------|----------------------------|
| a. the queen was restrained | c. the slave was held back |
| b. the tumult was subdued   | d. the king retained power |
51. The best translation of **sēdātōque ... puerum** (line 5) is \_\_\_\_\_.
- |  |
|--|
| a. the uproar calmed her down and she forbade the boy to move  |
| b. when the uproar was calmed, she forbade the boy to be moved |
| c. after she settled the uproar the boy forbade her to move    |
| d. she calmed the boy down and forbade him to be moved         |
52. **eam** (line 5) refers to \_\_\_\_\_.
- |                            |                           |
|----------------------------|---------------------------|
| a. <b>flammam</b> (line 6) | c. <b>rēgīnā</b> (line 5) |
| b. <b>aquam</b> (line 4)   | d. <b>reī</b> (line 3)    |
53. The form of the verb **movērī** (line 5) is \_\_\_\_\_.
- |                               |                               |
|-------------------------------|-------------------------------|
| a. perfect passive participle | c. present passive infinitive |
| b. present active participle  | d. future active infinitive   |
54. What is the best translation of **dōnec ... experrēctus esset** (line 6)?
- |                            |                           |
|----------------------------|---------------------------|
| a. because he had woken up | c. as long as he wakes up |
| b. until he had woken up   | d. after he wakes up      |
55. The best translation of **mox cum somnō flammam abisse** (lines 6) is \_\_\_\_\_.
- |  |
|--|
| a. the boy soon burst into flame with his sleep        |
| b. the flame soon went away while the boy was sleeping |
| c. the flame soon went away together with the sleep    |
| d. the flame soon went away with the sleeping boy      |
56. In line 7 (**tum ... Tanaquil**), Queen Tanaquil \_\_\_\_\_.
- |                                     |                             |
|-------------------------------------|-----------------------------|
| a. hurried away without her husband | c. was found by her husband |
| b. told secrets about her husband   | d. drew her husband aside   |

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57. Which of the following describes the verb **vidēsne** (line 7)?
- a. present tense
  - b. imperative
  - c. expects a “no” answer
  - d. present participle
58. The best translation of **quem tam humili cultū educāmus** (line 8) is \_\_\_\_\_.
- a. whom we could have raised from so humble a standard of living
  - b. whom we have raised from so humble a standard of living
  - c. whom we raise in so humble a standard of living
  - d. whom we will raise in so humble a standard of living
59. In line 9, \_\_\_\_\_ should be implied with the word **futūrum**.
- a. **irī**
  - b. **educāre**
  - c. **esse**
  - d. **ferunt**
60. In line 9, the enclitic **-que** joins the words **praesidium** and \_\_\_\_\_.
- a. **futūrum** (line 9)
  - b. **rēbus** (line 9)
  - c. **hunc puerum** (line 8)
  - d. **lūmen** (line 8)
61. In lines 8-9 (**scīre licet ... afflictae**), Tanaquil predicts that \_\_\_\_\_.
- a. Servius Tullius will burn down the country
  - b. Servius Tullius will burn down enemy countries
  - c. Servius Tullius will be a source of clarity in uncertain times
  - d. Servius Tullius will be bright and protect us from ourselves
62. What usage of the present subjunctive is seen in **nūtriāmus** (line 10)?
- a. optative
  - b. hortatory
  - c. deliberative
  - d. potential

**PASSAGE IV:**

*Claudius Arrives on Olympus* (Seneca, *Apocolocyntosis* 5, Adapted)

63. In line 1 (**Mercurius nūntiat**), the author refers to Mercury’s duties as \_\_\_\_\_.
- a. leader of souls to the Underworld
  - b. patron of merchants
  - c. messenger of the gods
  - d. deliverer of sleep to humans
64. The case and function of **bonae statūrae** (line 1) are \_\_\_\_\_.
- a. objective genitive
  - b. appositional genitive
  - c. genitive of quality/description
  - d. genitive of exclamation
65. Which of the following does NOT apply to Claudius in lines 1-2 (**virum ... trahere**)?
- a. he drags his right foot
  - b. he praises heaven
  - c. he keeps moving his head
  - d. he makes some sort of threats

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66. In line 3, **sē** refers to \_\_\_\_\_.
- |             |                     |
|-------------|---------------------|
| a. Claudius | c. a security guard |
| b. Jupiter  | d. Mercury          |
67. The subject of **respondisse** in line 3 refers to \_\_\_\_\_.
- |             |                     |
|-------------|---------------------|
| a. Claudius | c. a security guard |
| b. Jupiter  | d. Mercury          |
68. In lines 4-5 (**nōn intellegere ... nōtae**), it is clear that \_\_\_\_\_.
- |                              |  |
|------------------------------|--|
| a. Claudius spoke good Latin | c. Claudius was a multilingual speaker     |
| b. Claudius spoke good Greek | d. Claudius spoke no recognizable language |
69. According to lines 5-6 (**quī ... nātiōnēs**), why did Jupiter send Hercules to investigate?
- Hercules had already proven himself by completing 12 labors.
  - Hercules was big and strong.
  - Hercules had worldly experience.
  - Hercules had an international reputation.
70. **prīmō aspectū** (line 7) means
- |                      |                          |
|----------------------|--------------------------|
| a. at first approach | c. at the first thought  |
| b. at first sight    | d. at first conversation |
71. Hercules was completely \_\_\_\_\_ when he first encountered Claudius (lines 7-8).
- |              |               |
|--------------|---------------|
| a. delighted | c. frightened |
| b. eager     | d. confused   |
72. The best translation of **ut** (line 8) is \_\_\_\_\_.
- |            |         |
|------------|---------|
| a. so that | c. when |
| b. how     | d. lest |
73. In lines 8-9 (**ut vidit ... beluīs est**), Hercules determines that Claudius \_\_\_\_\_.
- |                               |                            |
|-------------------------------|----------------------------|
| a. sounds like a sea creature | c. walks like a soldier    |
| b. is an animal               | d. is a normal looking guy |
74. The best translation of **putāvit ... vēnisse** (lines 9-10) is \_\_\_\_\_.
- He thought that he was approaching his thirteenth labor.
  - He thought that it came with his thirteenth labor.
  - He thought that a thirteenth labor had come for him.
  - He thought that his thirteenth labor was about to come.
75. In line 10, **intuentī** describes \_\_\_\_\_.
- |                          |             |
|--------------------------|-------------|
| a. <b>homō</b> (line 10) | c. Claudius |
| b. Jupiter               | d. Hercules |

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**SIGHT TRANSLATION:**

**On the back of your answer sheet, translate the following passage as literally as English idiom allows.**

Caesar, *dē Bellō Gallicō* VII. 4 (adapted)

*[Vercingetorix Stages a Revolt at Gergovia]*

Vercingetorix Arvernus, summae potentiae adulēscēns, convocātis suīs clientibus, et facile eōs excitāvit. cognitō eius cōsiliō, ad arma concurritur. ab p̄ncipibus Vercingetorix expellitur ex oppidō Gergoviā; in agrīs tamen habet dīlētum ēgentium. hāc coāctā manū multōs cīvēs ad suam sententiam perdūcit; hortātur ut arma capiant, adversāriōsque suōs, ā quibus paulō ante erat ēiectus, expellit ex cīvitāte.

**Vercingetorix** = famous leader of Gauls  
**Arvernus, -a, -um:** of the Celtic tribe “Arverni”  
**cognōscō, -nōscere, -nōvī, -nitum:** to learn  
**concurritur** (impersonal passive) = **concurrunt**

**dīlētus, dīlētūs, m:** draft, recruitment  
**ēgeō, ēgēre, eguī:** to be in need  
**paulō** (adv.): a little bit

**[END OF EXAM]**

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**[TEAR OFF NEXT PAGE]**

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**PASSAGE I**

Pliny, *Epistulae* IX. 33 (Adapted)

[*A Dolphin and a Boy Become Famous*]

delphīnus occurrit, et nunc praecēdere puerum nunc sequī nunc circumīre, postrēmō subīre puerum dēpōnere iterum subīre, trepidantemque puerum perferre p̄rimum in altum. mox flectit ad lītus, redditque puerum terrae et aequālibus. serpit per colōniam fāma; concurrere omnēs, ipsum puerum tamquam mīrāculum aspiciere, interrogāre et audīre et nārrāre. posterō diē 5  
obsident lītus, prospectant mare et sī quid est marī simile. natant puerī: inter hōs ille natat, sed cautius. delphīnus rūrsus ad tempus, rūrsus ad puerum. fugit ille cum cēterīs. delphīnus, quasi ut invitet et revocet, exsilit mergiturque, variōsque orbēs implicat. hoc alterō diē accidit, hoc tertiō, hoc plūribus, dōnec hominēs innūtrītōs marī subīret timendī pudor. 10

<b>occurrō, -currere, -currī, -cursum:</b> to meet	<b>rūrsus</b> (adv.): again, back
<b>aequālis, aequāle:</b> of the same age	<b>orbis, orbis, m.:</b> circle, revolution
<b>fāma, fāmae, f.:</b> rumor, report	<b>implicō, -plicāre, -plicāvī, -plicātum:</b> to weave
<b>obsideō, -sidere, -sēdī, -sessum:</b> to occupy, fill	<b>innūtriō, -nūtrire, nūtrīvī, -nūtrītum:</b> to nourish
<b>natō, natāre, natāvī, natātum:</b> to swim	<b>pudor, pudōris, m.:</b> shame

**PASSAGE II**

Thomas More, *Letter to Daughter Margaret Roper*, 1522 (Adapted)

[*A Man I Recently Met*]

sedēre mihi contigit hōc vespere cum R.P. Iōanne, virō et litterātissimō et omnium cōfessiōne integerrimō; cum inter cōnfābulandum, ut fit, schēdulam quandam ē loculō meō dēprōmerem, epistulam tuam extraxī casū. dēlectātus manū coepit īnspicere; ubi ex salūtātiōne dēprehendit esse mulieris, legere coepit avidius. sed cum lēgisset et (quod nisi mē 5  
affirmante nōn erat crēditūrus) tuam ipsius manum esse didicisset, epistulam tam Lafīnam, tam ēmendātam, tam ērudītam, tam dulcibus refertam affectibus, vehementer admīrātus est. statim exēmit ē loculō nummum aureum Portugālēnsem, quem hīs inclūsum litterīs accipiēs. scribe ad eum grātiās accūrātē, et litterās quam potes ēlegantissimās. 10  
gaudēbis aliquandō tālī virō placuisse. valē.

<b>contigit</b> = it happened	<b>schēdula, schēdulae, f.:</b> paper
<b>R.P. (Reverendō Patre)</b> = Reverend Father	<b>loculus, loculī, m.:</b> purse, pocket
<b>cōfessiō, cōfessiōnis, f.:</b> judgment, opinion	<b>dēprōmō, dēprōmere:</b> to take out
<b>integer, -gra, -grum:</b> honest, honorable	<b>ēmendātus, -a, -um</b> = perfect, complete
<b>cōnfābulor, -ārī, -ātus sum:</b> to speak with	<b>refertus, -a, -um</b> = full

**ADVANCED PROSE EXAMINATION**  
**Classical Association of Virginia**  
**2016 Tournament**

**PASSAGE III**

Livy, *Ab Urbe Condita* I. 39 (Adapted)

[Portents Regarding Servius Tullius]

eō tempore in rēgiā prōdigium vīsū ēventūque mīrābile fuit. puerō  
dormientī, cui Serviō Tulliō fuit nōmen, caput ārsisse ferunt multōrum  
in cōnspectū; plūrimō clāmōre inde ad tantae reī mīrāculum ortō excitōs  
esse rēgēs; et cum quīdam familiārium aquam ad restinguendum ferret,  
ā rēgīnā retentum esse; sēdātōque tumultū eam vetuisse movērī puerum 5  
dōnec suā sponte experrēctus esset; mox cum somnō flammam abīsse.  
tum abductō in sēcrētum virō Tanaquil, “vidēsne tū puerum hunc,”  
inquit, “quem tam humili cultū ēducāmus? scīre licet hunc puerum lūmen  
rēbus nostrīs dubiīs futurum praesidiumque rēgiae adflīctae; proinde  
māteriam ingentis pūblicē prīvātimque decōris nūtriāmus.” 10

<b>prōdigium, prōdigī, n.:</b> portent	<b>vetō, vetāre, vetuī:</b> forbid
<b>ārdeō, ardēre, ārsisse, ārsum:</b> to burn	<b>suā sponte</b> = on his own
<b>orior, orīrī, ortus sum:</b> to arise	<b>expergīscor, -pergīscī, -perrēctus sum:</b> to wake up
<b>rēgēs</b> = royal family	<b>ēducō, -āre, -āvī, -ātum:</b> to raise (a child)
<b>familiāris, familiāris, m.:</b> slave	<b>scīre licet</b> = <b>scīlicet</b> = obviously, apparently
<b>restinguō, restinguere</b> = <b>exstinguō, exstinguere</b>	

**PASSAGE IV**

Seneca, *Apocolocyntosis* 5 (Adapted)

[Claudius Arrives on Olympus]

Mercurius nūntiat Iovī vēnisse virum bonae statūrae, nesciōquid illum  
mīnārī, assiduē enim caput movēre, pedem dextrum trahere. nūntiat  
quaesīsse sē, cuius nātiōnis esset: respondiisse nesciōquid perturbātō  
sonō et vōce cōnfūsā; nōn intellegere sē linguam eius, nec Graecum esse  
nec Rōmānum nec ūllīus gentis nōtae. tum Iuppiter Herculem, quī tōtum 5  
orbem terrārum pererrāverat et nōsse vidēbātur omnēs nātiōnēs, iubet īre  
et explōrāre, quōrum hominum esset. tum Herculēs prīmō aspectū sānē  
perturbātus est. ut vīdit novī generis faciem, īnsolitum incessum, vōcem  
nūllīus terrestris animālis sed quae similis marīnīs bēluīs est, putāvit  
sibi tertium decimum labōrem vēnisse. dīligentius intuentī vīsus est 10  
quasi homō.

<b>mīnor, mīnārī, mīnātus sum:</b> to threaten	<b>incessus, incessūs, m.:</b> gait, pace
<b>assiduē</b> (adv.): continuously	<b>bēlua, bēluae, f.:</b> beast, brute, monster
<b>pererrō, -āre, -āvī, -ātum:</b> to wander	<b>intueor, -tuērī, -tuitus sum:</b> to examine