

2016 NJCL READING COMPREHENSION TEST
LEVEL 2

The passages on which the following questions are based on on the **BACK** page of this test. Tear off that page for easier access between the passages and the questions.

PASSAGE ONE

The early rule of Augustus

1. Why could no one resist Octavian (line 1)?
 A. Antony had defeated Octavian's enemies.
 C. Octavian had defeated Antony.
 B. Octavian was such a great tyrant.
 D. They had to defeat Antony first.
2. What is the best meaning of **quod** (line 2)?
 A. which
 B. because
 C. how many
 D. whom
3. What is the best meaning of **tamen** (line 2)?
 A. nevertheless
 B. finally
 C. only
 D. so many
4. What is the best meaning of **committere** (line 3)?
 A. to send
 B. to lock up
 C. to deprive
 D. to entrust
5. What is the best meaning of **alia ... alia** (lines 3-4)?
 A. some ... others
 C. one ... another
 B. foreign ... allied
 D. on one side... on another
6. What case is **senātuī** (line 4)?
 A. nominative
 B. genitive
 C. dative
 D. ablative
7. To what does **cēterās** (line 5) refer?
 A. peaceful provinces
 C. provinces which the senate controlled
 B. provinces still needing more Roman control
 D. territory inside Italy
8. What case is **ipse** (line 5)?
 A. ablative
 B. accusative
 C. nominative
 D. none of these
9. What sort of power did Augustus NOT accept (lines 5-6)?
 A. proconsular
 B. tribunician
 C. supreme
 D. senatorial
10. How long did Augustus hold power (lines 5-6)?
 A. 14 years
 B. 40 years
 C. 4 years
 D. none of these
11. What did Augustus NOT do for Rome according to lines 6-7?
 A. He brought prosperity.
 C. He decorated forums.
 B. He constructed beautiful buildings.
 D. He built many temples.
12. What is the best meaning of **Plērōsque magistrātūs ipse nōminābat** (line 7-8)?
 A. He named himself to most offices.
 C. He was nominated for most offices.
 B. Most officials nominated him.
 D. He himself named most officers.
13. What did the senators and equestrians do (lines 5-9)?
 A. worked to restore the Republic
 C. left the care of the state to Augustus
 B. commiserated with the poor
 D. tried to care for the public good
14. What mood characterized Augustus' rule (line 9)?
 A. peace
 C. an interest in individual advancement
 B. dissension
 D. power-grabbing

PASSAGE TWO

The fire of Nero's reign

15. From its context (line 1), **dēlēta est** must mean “was”
A. decorated B. destroyed C. enjoyed D. conquered
16. The word **forte** (line 1) is best read with which of the following?
A. tempore B. Nerō C. urbe D. none of these
17. The phrase **statim regressus** (line 2) tells us that Nero
A. left the city quickly. B. returned to Rome as soon as possible.
C. shirked his duties. D. retaliated quickly.
18. What is the best meaning of **vītābat** (line 3)?
A. fought B. lived C. experienced D. avoided
19. What is the best meaning of **incendiō tandem oppressō** (line 3)?
A. When the fire destroyed them anyhow
B. As the fire was oppressing the city
C. After the fire was finally put out
D. When the fire had only been held in check
20. What is the best meaning of **succurrit** (line 4)?
A. ran from B. ran to assist C. blocked D. repaid
21. Which of these is NOT a deponent verb?
A. **dēlēta est** (1) B. **regressus** (2) C. **labentia** (3) D. **oritur** (4)

PASSAGE THREE

Caesar's Foe Ariovistus

22. What was Ariovistus' plan (lines 1-2)?
A. to improve his fields B. to invade Gallic lands
C. to implement his ideas D. to fight the Gauls
23. Why was this plan a “no-brainer”?
A. It united the Germans. B. The Gauls were fighting each other.
C. The Germans always fought the Gauls. D. The Gauls feared Ariovistus.
24. What is the best meaning of **quod** (line 2)?
A. because B. which C. that D. who
25. Why did the Gauls seek aid from Caesar (lines 3-4)?
A. He had Roman troops in the area.
B. They wanted to send the Romans to a probable defeat.
C. He had defeated Ariovistus previously.
D. none of these answers
26. Why did Caesar lead his troops against Ariovistus?
A. He was determined to conquer Gaul and Germany.
B. The Gallic tribes had helped him in the past.
C. He appreciated the impending danger.
D. He knew his numbers would overwhelm the enemy.
27. What did Caesar find when he entered the town near Ariovistus' camp (lines 6-8)?
A. Ariovistus himself B. many merchants and brave Germans
C. wild tales about the Germans D. only business as usual
28. What was it about the Germans that did NOT scare the Roman legions (lines 8-9)?
A. the size of the Germans B. the cruelty of the Germans
C. the presence of Ariovistus himself D. how brave the Germans were

29. How did Caesar attempt to quash these rumors (lines 11-end)?
 A. He punished those spreading rumors. B. He denounced the rumors to the troops.
 C. He proved the rumors untrue. D. He spoke personally to his centurions.
30. According to Caesar, which IS a reason to fear Ariovistus?
 A. Ariovistus doesn't want to lose Roman support.
 B. The Romans are brave enough to defeat Ariovistus
 C. German soldiers are cowards.
 D. Ariovistus has sought the friendship of the Roman people.

PASSAGE FOUR

A boy relates his day at school.

31. What did the boy tell his dad (line 1)?
 A. His teacher had spanked him. B. He had hit his teacher.
 C. His father should beat up his teacher. D. His teacher would beat up his dad.
32. What did the father ask the boy (lines 1-2)?
 A. whether the boy had done anything to warrant such a reaction
 B. what the day's assignment was
 C. whether the boy had made any effort in class that day
 D. what assignment the boy had messed up on
33. What did the boy reply (line 2)?
 A. The teacher was goofing off.
 B. There was nothing he could do to please the teacher.
 C. The teacher disliked him.
 D. He hadn't done a thing.
34. What case is **Cui** (line 3)?
 A. Nominative B. Genitive C. Dative D. Ablative
35. What tense is **respondit** (line 3)?
 A. present B. perfect C. both A and B D. neither A nor B
36. What is the gist of **omnēs cēterōs labōrāvisse** (line 3)?
 A. Everyone else worked diligently..
 B. Everyone else was working on other things
 C. The teacher was punishing all the other students.
 D. The teacher was working on all other topics (which were of no interest to the boy).
37. What is the best translation of **labōrāvisse** (line 3)?
 A. would have worked B. are working
 C. were working D. had been working
38. The words **hōc modō** (line 4) refer to
 A. the boy's story to his father. B. the beating.
 C. the students' work. D. the boy's story which follows.
39. The verb **locūtus est** (line 4) is
 A. perfect passive B. present, deponent
 C. perfect, deponent D. pluperfect passive
40. What is the grammatical construction of **Balbe** (line 5)?
 A. ablative B. vocative C. dative D. adverb
41. According to line 5, how many nuts did the teacher give the student?
 A. none B. 100 C. 30 D. none of these
42. According to the teacher's arithmetic problem (lines 5-6), how many nuts does the student give away?
 A. 56 B. 156 C. 100 D. none

43. What problem does the student have with this arithmetic problem (lines 6-7)?
 A. He cannot do the calculation. B. He does not have enough nuts.
 C. He is very stupid. D. The teacher never gave him any nuts.
44. What is the teacher's point on lines 7-8?
 A. The boy thinks very stupidly. B. The nuts in this problem are not real.
 C. There is no real way to solve the problem. D. The boy made him angry.
45. What is the most logical meaning of **fingō** (line 8)?
 A. I touch B. I count C. I produce D. I imagine
46. What is the best meaning of **Ratiōnem fac iterum** (line 8)?
 A. Retrace your steps. B. Do something else.
 C. Repeat what you just said. D. Try again!
47. What is the understood direct object of the verb **habēs** (line 8)?
 A. **omnēs** B. **nūcēs** C. **Ratiōnem** D. all of these
48. Why does the student say he can't answer the question on lines 8-9?
 A. He gave all the answers away. B. He ate all the nuts.
 C. The teacher is mad at him. D. No one supports him against the teacher.
49. What is the construction of **maximē** (line 9)?
 A. superlative adverb B. superlative adjective
 C. comparative adverb D. comparative adjective
50. Which verb in this passage is NOT the same tense as the other verbs?
 A. **erant** (8) B. **fēcimus** (4) C. **habēs** (6) D. **ēdī** (9)

PASSAGE ONE

The early rule of Augustus

1 Antoniō ita superātō, nēmō iam Octāviānō resistere poterat. Ille tyrannus esse nōlēbat;
2 quod tamen sub Rōmānīs iam erant tot et tantae prōvinciae, necesse erat summum
3 imperium unī hominī committere. Onera tamen imperiū Octāviānus alia sibi sūmpsit,
4 alia senātuī dedit. Eās enim prōvinciās quae iam pācātae erant senātuī reddidit,
5 cēterās ipse cūrāvit. Et prōcōnsulis et tribūnī potestātem accēpit. Augustus imperium
6 quadrāgintā annōs sustinuit. Intrā hoc tempus urbem Rōmam multīs templīs, fōrīs,
7 aliīs aedificiīs pulcherrimīs ōrnāvit, et plūrimās viās per Italiam dūxit. Plērōsque
8 magistrātūs ipse nōminābat, et senātōribus et equitibus cūram rērum pūblicārum
9 commisit. Omnēs sub eō prīncipe sine dissēnsiōne officiīs studēbant.

onus, oneris, N. = burden pācō,-āre = to pacify plērīque = most
studeō-ēre + dative = to take an interest in

PASSAGE TWO

The fire of Nero's reign

1 Sub Nerōne magna pars Rōmae ingentī incendiō dēlēta est. Eō forte tempore Nerō
2 urbe aberat, sed statim regressus sē dīligentem et strenuum in opere praebuit. Aderat
3 inter labentia aedificia, ipse perīcula nōn vītābat; incendiō tandem oppressō, eīs quī
4 domōs amiserant succurrit. Mox oritur novum oppidum multō pulchrius quam vetus.

praebēō,-ēre, -uī = to offer vetus = old

PASSAGE THREE

Caesar's Foe Ariovistus

1 Ariovistus, dux Germānōrum, iter in Galliam facere et bonōs agrōs in illā regiōne
2 occupāre in animō habēbat. Hoc cōnsilium Germānus fēcit quod gentēs Galliae
3 inter sē pugnābant. Gallī territī auxilium ā Caesare, duce Rōmānō, quī sex
4 legiōnēs in hanc regiōnem iam dūxerat, postulāvērunt. Caesar, quī magnum
5 perīculum sēnsit, exercitum suum dūxit ad oppidum, prope quod oppidum
6 Ariovistus castra posuerat. Iter erat difficile, sed in hōc oppidō erant multī
7 mercātōrēs, quī Ariovistum saepe vīderant et multa dē Germānīs fortibus
8 nārrāvērunt. Mox multī rūmōrēs dē ingentī magnitūdine corporum Germānōrum
9 atque incrēdibilī virtūte atque magnā crūdēlitāte paucōs mīlitēs terruērunt.
10 Propter timōrem magnum multī mīlitēs in proelium prōcēdere recūsāvērunt.
11 Postquam hōs rūmōrēs audīvit, Caesar centuriōnibus dīxit: “Cūr vōs Germānōs
12 ignāvōs timētis? Ariovistus amīcitiā populī Rōmānī petīvit: tunc ego ipse
13 cōnsul eram. Ariovistus grātiā nostrā amittere nōn vult. Praetereā, nōs
14 sumus mīlitēs fortēs. Ariovistus multōs dolōs bellī scit, sed Rōmānī dolōs eius
15 timēre nōn dēbent. Mīlitēs Rōmānī quī hostēs timent sunt ignāvī. Vōs ipsī
16 brevī tempore dē perīculīs itineris iūdicābitis.”

postulō-āre = to demand dolus = trick, treachery praetereā = furthermore

PASSAGE FOUR

A Boy Relates His Day in School

1 Puer quīdam patrī dīxit sē ā magistrō verberātum esse. Pater dē opere cotidiānō eum
2 rogāvit, et ille respondit sē nihil fēcisse. Tum pater “Cūr,” inquit, “magister tē
3 verberāvit?” Cui puer respondit sē nihil fēcisse, sed omnēs cēterōs labōrāvisse.
4 Deinde puer hōc modō dē lūdō locutus est. “Hodiē rātiōnēs fēcimus. Magister mihi
5 ‘Balbe,’ inquit, ‘tibi nūcēs centum dō’ (sed rē vērā nē ūnam quidem dedit). “Tū trigintā
6 Quīntō dās, decem Rufō, et mātūrī sēdecim.. Quot iam habēs?” Ego respondi, “Nūllās
7 habeō. Mihi enim nōn dedistī.” Sed magister “Stultissime,” clāmāvit, “hae nūcēs nōn
8 vērae erant. Eās fīngō. Rātiōnem fac iterum. Quot iam habēs?” Ego respondi, “Nūllās
9 habeō. Omnēs enim ēdī.” Tum magister, maximē irātus, mē verberāvit.”