

Aeneid VI - Literary and context questions (384-397)

Tricky scansion practice:

- lines 385, 388, 389 (elision, m-elision)
1. Which river or rivers are they approaching in line 384?
 2. Line 384 is an end-stopped line. What is the effect of inserting an end-stopped line in this part of the narration?
 3. Find a literary device in line 385 and explain its effect.
 4. Scan line 386 and comment on how the metre contributes to the meaning of the line.
 5. How does the ferryman's sharp response characterise this figure? (lines 385-9) Is this characterisation consistent with his appearance as described earlier?
In this passage, does Charon appear nervous, or bold and confident?
 6. What is the effect of introducing the word *armatus* before *qui* in line 388?
 7. Name a literary device in line 390 and explain its effect.
 8. There are two kinds of chiasmus in 391. What is the effect of this careful construction?
 9. Who are Alcides, Theseus and Pirithous, and why might Charon not be particularly happy to have received them? (lines 392-3)
Which gods were they born from? (line 394)
 10. What is the effect of referring to Cerberus in a roundabout way in line 395?
 11. Comment on the sound effects in line 396 and 397. How do these sounds characterise Charon's tone of voice?
 12. What is the effect of Charon referring to Alcides and the others as *ille* and *hi* in lines 395 and 397?

Aeneid VI - Literary and context questions (398-416)

Tricky scansion practice:

- line 412 (synizesis)
1. Find an example of allusion in line 398.
 2. For what purpose does the Sibyl mention Cerberus and Proserpina here? (lines 399-402)
 3. What is the tone of the Sibyl in her speech (lines 399-407), and how does her language express her tone?
 4. How is Aeneas compared to and distinguished from other underworld heroes in lines 403-4?
 5. Name a literary device in line 405 and explain its effect.
 6. Comment on the use of word order in line 407.
 7. What adjectives are used to describe the golden branch, and how do they inform the reader about the nature of Aeneas' quest? (lines 408-9)
 8. What is the effect of postponing *visum* a long way after *donum* in lines 408-9?
 9. Scan line 409 and comment on how the metre contributes to the effect of the line.
 10. How do the verbs associated with Charon show his abrupt change in mind toward Aeneas and the Sibyl? (lines 407-412)
 11. How does the poet use language to emphasise Aeneas' physical weight? (lines 411-4) What does this weightiness highlight about our hero?
 12. Find a literary device in lines 413-4 and explain its effect.
 13. Identify and explain the effect of two literary devices in line 415.
 14. Scan line 416 and comment on how the metre contributes to the effect of the scene.

Aeneid VI - Literary and context questions (417-425)

Tricky scansion practice:

- 419 (cui, + short syllable forced long)
1. Find a literary device in line 417 and comment on its effect.
 2. Comment on the word order in line 418.
 3. What is the effect of alliteration in line 419?
 4. How does the poet use language to convey Cerberus' monstrous shape and size? (lines 417-423)
 5. What is the effect of enjambment in line 421?
 6. How does the description of Cerberus' stance and actions in lines 421-3 contrast with those in 417-9?
 7. Scan lines 421-3 and comment on how the metre contributes to the description.
 8. What is the effect of hyperbaton in line 423?
 9. How are Aeneas' actions compared to the achievement of a military objective in line 424?
 10. How does line 425 highlight the danger of the underworld?
 11. Find an example of a metaphor and a transferred epithet in lines 417-425.

Aeneid VI - Literary and context questions (426-439)

Tricky scansion practice:

- 434 (deinde)
1. How does the choice of words in lines 426-9 evoke pathos in the audience?
 2. Find a literary device in lines 426-7 and explain its effect.
 3. What is a 'black day' in the Roman calendar? (line 429)
 4. What is the effect of juxtaposing the falsely condemned with dead infants? Are their deaths similar in any way? (line 430)
 5. Name a literary device in line 430 and explain its effect.
 6. Name a literary device in line 431 and explain its effect.
 7. How does the poet's language evoke the imagery of a law court in lines 431-3?
 8. What is the effect of beginning the *qui*-clause in line 434 with the words *sibi letum*?
 9. How is the imagery of light developed in lines 435-6?
How do the characters initially react to the light and how does this change?
 10. Comment on the choice of verbs which come up against the souls of suicides in lines 438-9.
 11. Find a literary device in lines 438-9 and explain its effect.