



3 R D E D I T I O N , R E V I S E D

A COMPANION TO THE 7TH EDITION OF WHEELOCK'S LATIN

WORKBOOK FOR WHEELOCK'S LATIN

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*The
Classic
Introductory
Latin Course,
Based
on Ancient
Authors*

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Capvt I

The Alphabet and Pronunciation; Verbs; First and Second Conjugations; Adverbs; Reading and Translating

INTELLEGENDA (“Objectives”)

Upon completion of this lesson you should be able to

1. *Discuss the Roman alphabet and the essentials of Latin pronunciation.*
2. *Define the five principal characteristics of a verb.*
3. *Explain the difference between the factors which mark the person and number of an English verb and those which mark a Latin verb.*
4. *Identify the active voice personal endings of a Latin verb.*
5. *Form the present stem of a first or second conjugation verb.*
6. *Recognize, form, and translate the present active infinitive, indicative, and imperative of a first or second conjugation verb.*
7. *Describe what an adverb is and its usual positioning in Latin.*
8. *Discuss and apply basic rules of word order and translation of simple Latin sentences.*

Salvē, discipula or discipule! Whenever you turn to the exercises in this workbook, you should have already thoroughly studied the corresponding chapter of your text, *Wheelock's Latin*, especially the new grammar and vocabulary and even the **Latīna Est Gaudium** section; for this first workbook chapter you should also review carefully the pages on "The Alphabet and Pronunciation" in the text's Introduction. And remember always to memorize new paradigms (model conjugations and declensions) as well as vocabulary by *repeating the words aloud*. **Bonam fortūnam!** (Good luck!)

GRAMMATICA ("Grammar")

1. The Roman alphabet was like ours except that it lacked the letters _____ and _____, and the letter _____ originally stood for both the vowel **u** and the consonant **w**.
2. Long vowels were generally pronounced about _____ as long as short vowels.
3. Long **a** was pronounced as in (circle the correct answer)
 - a. date
 - b. hat
 - c. father
 - d. Dinah
4. Long **e** was pronounced as in
 - a. they
 - b. knee
 - c. pet
 - d. enough
5. Long **i** was pronounced as in
 - a. ice
 - b. machine
 - c. pin
 - d. Latin
6. Long **o** was pronounced as in
 - a. off
 - b. mother
 - c. women
 - d. over
7. Short **u** was pronounced as in
 - a. put
 - b. unite
 - c. rude
 - d. rough
8. Which word does *not* contain a diphthong?
 - a. saepe
 - b. poena
 - c. patria
 - d. nauta
9. Which word does *not* contain a diphthong?
 - a. huius
 - b. fuit
 - c. cui
 - d. huic
10. **B** had the sound of _____ before **s** and **t**.
11. In the phrase "ice cream," the word _____ illustrates the sound of Latin **c**.

12. In the phrase “green gemstone,” the word _____ illustrates the sound of Latin **g**.

13. When used before a vowel at the beginning of a word Latin **i** had the sound of English ____.

14. Latin **qu** was pronounced as in “antique” or “quick”? _____

15. **S** was always pronounced as in
a. sight b. easy c. aisle d. rise

16. Which illustrates the sound of Latin **t**?
a. nation b. fraction c. time d. through

17. The consonant **v** had the sound of English ____.

18. **Ph** was pronounced as in “philology” or “uphill”? _____

19. A Latin word has as many syllables as it has _____ and _____.

20. Syllabify the following words, underline the long syllables, and mark the accent (e.g., cōn-sér-vat).
 a. *amō* _____ b. *salvēre* _____
 c. *sententiae* _____ d. *philosophiā* _____
 e. *antīqua* _____ f. *iuvāte* _____

21. The person and number of an English verb are determined by its _____.

22. The person and number of a Latin verb are determined by its _____.

23. Write the personal endings for the active voice of a Latin verb and give the English pronoun equivalent to each.

Singular	Plural		
Latin Ending	English Pronoun(s)	Latin Ending	English Pronoun(s)

1. ____ or ____ = _____ 1. _____ = _____

2. _____ = _____ 2. _____ = _____

3. _____ = _____ 3. _____ = _____

24. The present active infinitive of the Latin verb which means *to praise* is _____ (It will serve as the model verb for the first conjugation throughout the course.)

25. The present active infinitive of the Latin verb which means *to advise* is _____ (It will serve as the model for the second conjugation throughout the course.)

26. The following forms are _____ of Latin verbs. Identify the conjugation to which they belong and their English meaning.

	Conjugation	Meaning(s)
a. vidēre	_____	_____
b. dare	_____	_____
c. valēre	_____	_____
d. cōgitāre	_____	_____
e. dēbēre	_____	_____
f. amāre	_____	_____

27. The present stem is formed by dropping _____ from the _____.

28. Conjugate **amō** in the present indicative active and provide the three English translations for each form, e.g., I praise, I do praise, I am praising.

Latin	English Translation 1	English Translation 2	English Translation 3
-------	--------------------------	--------------------------	--------------------------

Singular

1. _____
2. _____
3. _____

Plural

1. _____
2. _____
3. _____

29. Conjugate **dēbeō** in the present indicative active and provide the three English translations for each form.

Latin	English Translation 1	English Translation 2	English Translation 3
-------	--------------------------	--------------------------	--------------------------

Singular

1. _____

2. _____

3. _____

Plural

1. _____

2. _____

3. _____

30. The model, pattern, or example forms for the words of an inflected language are called _____.

31. Vowels that are normally long are usually shortened when they occur before another _____ or before the consonants ___, ___, or ___ at the end of a word, or before ___ or ___ in any position.

32. The singular imperative of a first or second conjugation verb is identical to the verb's _____; for the plural imperative, simply add to this form the ending _____.

33. Provide the infinitive, the present stem, and the singular and plural imperatives for the following verbs.

	Infinitive	Stem	Imperatives
			Singular
			Plural
a. errō	_____	_____	_____
b. salveō	_____	_____	_____
c. servō	_____	_____	_____
d. terreō	_____	_____	_____
e. valeō	_____	_____	_____
f. vocō	_____	_____	_____

34. Before attempting to translate a Latin sentence, you should always first read it _____ from beginning to end.

35. The mnemonic device SOV reminds you that the _____ often appears last in a Latin sentence.

EXERCITATIONES ("Exercises")

A. Fill in the following blanks with the information requested.

Person	Number	Tense	Mood	Voice	Translation
--------	--------	-------	------	-------	-------------

1. vidēte	_____	_____	_____	_____	_____
2. dā	_____	_____	_____	_____	_____
3. cōgitāte	_____	_____	_____	_____	_____
4. vidē	_____	_____	_____	_____	_____

B. Fill in the blanks for each verb.

Person	Number	Tense	Mood	Voice	Translation
--------	--------	-------	------	-------	-------------

1. vocat	_____	_____	_____	_____	_____
2. cōgitāmus	_____	_____	_____	_____	_____
3. amant	_____	_____	_____	_____	_____
4. dēbēs	_____	_____	_____	_____	_____
5. videt	_____	_____	_____	_____	_____
6. vident	_____	_____	_____	_____	_____
7. dēbēmus	_____	_____	_____	_____	_____
8. datis	_____	_____	_____	_____	_____

C. Make the single transformation indicated and translate the new form (e.g., **amat** to plural: answer, **amant**, *they love*).

Transformation	Translation
----------------	-------------

1. amāmus, to sg.	_____
2. vocant, to 1st pers.	_____
3. vidētis, to sg.	_____
4. cōgitō, to 3rd pers.	_____
5. terret, to pl.	_____

6. *cōservā*, to plural _____7. *vidēte*, to singular _____

D. Supply the correct present active indicative form of the verb in parentheses, and translate.

1. *Saepe* _____ (errāre; 2nd pers. pl.).
_____2. *Nihil* _____ (vidēre; 1st pers. pl.).
_____3. *Mē* _____ (amāre; 3rd pers. sg.).
_____4. *Quid* _____ (vidēre; 2nd pers. pl.)?
_____5. *Vocā mē sī* _____ (errāre; 3rd pers. pl.).
_____6. _____ nihil (dare; 2nd pers. pl.).
_____7. *Quid* _____ (servāre; 1st pers. pl.)?
_____8. *Mē saepe* _____ (terrēre; 3rd pers. sg.).
_____9. *Mē nōn* _____ (amāre; 3rd pers. pl.).
_____10. *Monē mē sī nihil* _____ (vidēre; 2nd pers. sg.).

E. Translate into Latin; remember to employ the standard word order learned thus far and to include all macrons.

1. Nothing frightens me.
_____2. They are saving nothing.

3. What must we preserve?

4. Advise (sg. imper.) me often, please.

VĪS VERBŌRUM ("Word Power")

A. Complete each statement with an English word that demonstrates your knowledge of the Latin etymology (e.g., "A 'laudatory' speech is full of praise").

1. To "annihilate" something is essentially to turn it into _____.
2. An "amatory" poem deals with _____.
3. Enter in the "debit" column the amount you _____.
4. To "admonish" someone is to give him a stern _____.
5. A "valid" argument has the _____ to persuade.

B. Which English word is *not* related to the Latin verb? (Use a good English dictionary, if necessary, to answer these.)

1. *terreō*: a. territory b. terrify c. terrible d. terrorize
2. *valeō*: a. prevail b. valiant c. veil d. invalid
3. *amō*: a. amiable b. aimless c. amateur d. amorous
4. *errō*: a. erratic b. erroneous c. errant d. erudite

LĒCTIŌNĒS ("Readings")

A. First read each sentence aloud twice, and then translate as literally as possible within the limits of sound English idiom.

1. *Mē monent, sī errō.* _____
2. *Mē monet, sī errant.* _____

3. Monēte mē, sī errat. _____
4. Dēbēs monēre mē. _____
5. Mē terrēre nōn dēbētis. _____
6. Nōn dēbent laudāre mē. _____
7. “Quid dat?” “Nihil saepe dat.” _____
8. Mē saepe vocant et monent. _____
9. Nihil videō. Quid vidēs? _____
10. Mē laudā, sī nōn errō, amābō tē. _____
11. Sī valētis, valēmus. _____
12. Sī valet, valeō. _____
13. Sī mē amat, mē laudāre dēbet. _____
14. Nōn dēbēs errāre. _____
15. Quid dēbēmus laudāre? _____
16. Salvēte, discipulī! _____

B. Answer these questions on “The Poet Horace Contemplates an Invitation.”

1. The author’s mood is best described as
 - a. confident b. frightened c. unsure d. angry
2. Which verb has the most negative connotations?
 - a. vocant b. monent c. culpant d. laudant

Cōgitō ergō sum: I think, therefore I exist
Descartes