

CAPVT I

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Grammatica

1. j, w, v 2. twice 3. c 4. a 5. b 6. d 7. a 8. c 9. b 10. p 11. cream 12. green 13. y

14. quick 15. a 16. c 17. w 18. uphill 19. vowels, diphthongs

20. a. á-mō b. sal-vē-re c. sen-tén-ti-ae d. phi-lo-só-phi-ā e. an-tí-qua f. iu-vá-te

21. subj. (pronouns) 22. subj. (endings)

| | | | |
|------------|-----------|------|------|
| 23. -ō, -m | I | -mus | we |
| -s | you | -tis | you |
| -t | he/she/it | -nt | they |

24. laudāre 25. monēre

26. infinitives

| | | | | | |
|------|----------|------|---------|------|--------------|
| a. 2 | to see | b. 1 | to give | c. 2 | to be strong |
| d. 1 | to think | e. 2 | to owe | f. 1 | to love |

27. -re, infinitive

| | | | |
|---------|-----------------|---------------------|---------------------|
| 28. amō | I love | I am loving | I do love |
| amās | you love | you are loving | you do love |
| amat | he/she/it loves | he/she/it is loving | he/she/it does love |
| amāmus | we love | we are loving | we do love |
| amātis | you love | you are loving | you do love |
| amant | they love | they are loving | they do love |

| | | | |
|-----------|-------------------|--------------------|----------------------|
| 29. dēbeō | I owe/must/should | I am owing | I do owe, do have to |
| dēbēs | you owe | you are owing | you do owe |
| dēbet | he/she/it owes | he/she/it is owing | he/she/it does owe |
| dēbēmus | we owe | we are owing | we do owe |
| dēbētis | you owe | you are owing | you do owe |
| dēbent | they owe | they are owing | they do owe |

30. paradigms 31. vowel, -m, -r, -t, nd, nt 32. present stem, -te

| | | | |
|------------|--------|-------|---------|
| 33. errāre | errā- | errā | errāte |
| salvēre | salvē- | salvē | salvēte |
| servāre | servā- | servā | servāte |
| terrēre | terrē- | terrē | terrēte |
| valēre | valē- | valē | valēte |
| vocāre | vocā- | vocā | vocāt |

34. aloud 35. verb

Exercitātiōnēs

- A. 1. 2 pl. pres. imper. act. see
 2. 2 sg. pres. imper. act. give
 3. 2 pl. pres. imper. act. think
 4. 2 sg. pres. imper. act. see
- B. 1. 3 sg. pres. indic. act. he/she/it calls
 2. 1 pl. pres. indic. act. we think
 3. 3 pl. pres. indic. act. they love
 4. 2 sg. pres. indic. act. you owe
 5. 3 sg. pres. indic. act. he/she/it sees
 6. 3 pl. pres. indic. act. they see
 7. 1 pl. pres. indic. act. we owe/must
 8. 2 pl. pres. indic. act. you give
- C. 1. amō I love 2. vocāmus we call 3. vidēs you see
 4. cōgitat he thinks 5. terrent they frighten 6. cōservāte preserve
 7. vidē see
- D. 1. errātis You often err. 2. Vidēmus We see nothing.
 3. Amat She/he loves me. 4. vidētis What do you see?
 5. errant Call me if they make a mistake. 6. Datis You are giving nothing.
 7. servāmus What are we saving? 8. terret He/she often frightens me.
 9. amant They do not like me. 10. vidēs Warn me if you see nothing.
- E. 1. Nihil mē terret. 2. Nihil servant. 3. Quid servāre/cōservāre dēbēmus? 4. Saepe monē mē, amābō tē.

Vīs Verbōrum

- A. 1. nothing 2. love 3. owe 4. warning 5. strength
 B. 1. a 2. c 3. b 4. d

Lēctiōnēs

- A. 1. They advise me, if I am mistaken. 2. He warns me, if they make a mistake. 3. Advise me, if he errs. 4. You ought to warn me. 5. You must not frighten me. 6. They should not praise me. 7. "What does he give?" "Often he gives nothing." 8. They often call and advise me. 9. I see nothing. What do you see? 10. Praise me if I do not make a mistake, please. 11. If you are well, we are well. 12. If he is well, I am well. 13. If she likes me, she ought to praise me. 14. You must not wander. 15. What should we praise? 16. Hello, students!
- B. 1. c 2. c

CAPVT I

INTELLEGENDA (“Objectives”)

Upon completion of this CAPVT, students should be able to:

1. Define the five principal characteristics of a verb.
2. Explain the difference between the factors that mark the person and number of an English verb and those that mark a Latin verb.
3. Identify the active voice personal endings of a Latin verb.
4. Form the present stem of a first or second conjugation verb.
5. Recognize, form, and translate the present active infinitive, indicative, and imperative of a first or second conjugation verb.
6. Discuss and apply basic rules of word order and translation of simple Latin sentences.

N.B.: macrons are used below only in the English-to-Latin Practice and Review Sentences; macrons for all other Latin sentences and passages appear in the textbook itself. Parentheses () are used within the English translations for words that are supplied (other than articles and possessives) as well as for alternate, usually more idiomatic renderings; square brackets [] indicate words that can be omitted for more natural English idiom. Parentheses in the Latin translations from English indicate some alternate options.

SENTENTIAE (“Sentences”)

1. **Labor me vocat.**

Work calls (beckons) me. (Cp. our expression “duty calls.” Beginners are often tempted to translate this sent. “He calls me to work”; simply explain that the phrase “to work” in this instance would require a prep. (**ad**), and that the Lat. sent. here exhibits the common subj.-obj.-vb./SOV word order. Cp. #10 below.)

2. **Mone me, si erro—amabo te!**

Warn me, please, if I err (make a mistake).

3. **Festina lente.**

Hurry up (make haste) slowly. (A favorite, paradoxical saying of Augustus, Rome's first emperor, who reigned 31 B.C. to A.D. 14; the Romans were fond of such epigrammatic statements.)

4. **Laudas me; culpant me.**

You praise me; they blame me. (Here the vbs. are positioned first, to emphasize the contrast; the noun **culpa** is related to the vb. **culpo**, and the expression **mea culpa**, "my mistake," is one of hundreds of Lat. phrases commonly used in Eng.)

5. **Saepe peccamus.**

We often sin (do wrong). (The Eng. diminutive "peccadillo" is related to the vb. and means "a minor fault or shortcoming"; advs., like **saepe** here, usually precede the words they modify.)

6. **Quid debemus cogitare?**

What ought we to think? (What should we think?) (**Debere** is often employed, as here, with an inf.)

7. **Conservate me!**

Save me! (The prefix **con-** often has an intensifying force; here **conservate** is more emphatic than **servate**.)

8. **Rumor volat.**

Rumor flies (moves quickly). (**Volare** gives us "volatile"; sharing with students, or soliciting from them, a few derivatives is a useful technique when encountering new vocabulary.)

9. **Me non amat.**

He (she) does not love me. (Again, the adv. precedes the vb., which is usually placed at the end of the sent. or clause.)

10. **Nihil me terret.**

Nothing terrifies (frightens) me. (SOV; for this typical word order, cp. #1 above.)

11. **Apollo me saepe servat.**

Apollo often guards (protects) me. (Apollo was god of the sun and the arts and also protector of shepherds.)

12. **Salvete!–quid videtis? Nihil videmus.**

Hello!–what do you see? We see nothing.

13. **Saepe nihil cogitas.**

You often think (about) nothing. (Descartes, the 17th century philosopher, is known for the maxim **cogito ergo sum**, “I think, therefore I am.”)

14. **Bis das, si cito das.**

You give twice if you give quickly. (A famous Roman proverb meaning that a quick response to a person in need is worth twice as much as a slow one; **bis** is from the same origin as the prefix bi- in “bicycle” and **cito** contains the same root as Eng. “excite” and “incite.” The vb. **do** is irreg. in that the pres.-stem vowel **-a-** is long only in the sg. imper. **da** and the 2nd pers. pres. indic. **das**.)

15. **Si vales, valeo.**

If you are well, I am well (if you're okay, I'm okay). (As the note in the text points out, this was a common salutation in Roman letters, just as **vale/valete** was often employed at the end of a letter.)

16. What does he see?

Quid videt? (Lat. uses pron. subjs. only for emphasis; usually, as here, a pronominal subj. is simply expressed in the vb. ending.)

17. They are giving nothing.

Nihil dant. (**Dant nihil** is acceptable of course; but in Lat. the vb. usually goes at the end.)

18. You ought not to praise me.

Mē nōn laudāre dēbēs (or, pl., **dēbētis**).

19. If I err, he often warns me.

Sī errō, mē saepe monet.

20. If you love me, save me, please!

Sī mē amās, servā (cōservā) mē, amābō tē! (The pl. **amātis** could be used, but then the pl. imper. **(cōn)servāte** would also be required, as would pl. **vōs**, which has not yet been introduced.)

THE POET HORACE CONTEMPLATES AN INVITATION

Maecenas et Vergilius me hodie vocant. Quid cogitare debeo? Quid debeo respondere? Si erro, me saepe monent et culpant; si non erro, me laudant. Quid hodie cogitare debeo?

Maecenas and Vergil are summoning (inviting) me today. What should I think? (What am I to think?) What (how) should I respond? If I err (do something wrong), they often admonish me and find fault with me; if I do not err (do nothing wrong), they praise me. What should I think (expect) today?

(Adapted very freely from autobiographical references in Horace's poetry, as the notes point out; the literary patron Maecenas and the poet Vergil have invited Horace to meet with them but without telling him the purpose of the visit. Horace was much concerned with how he was viewed by others; in the initial stages of his acquaintance with Maecenas and Vergil, he was somewhat unsure about their relationship. Ask students to answer the comprehension questions on this passage in the **Lectiōnēs** B section of the *Workbook*; remember that an answer key to the *Workbook* is available to instructors online at www.harperacademic.com. Remind your students to listen to Mark Miner's readings of these **Sententiae** and the Horace passage on the CD's in the set *Readings from Wheelock's Latin*, available for purchase at www.bolchazy.com.)

SCRIPTA IN PARIETIBVS

Av<e>, pu<e>l<l>a!

Hello, girl!

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