

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-vā-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
dēbēnt	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

Exercitatiōnēs

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

Lēctionēs

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**)**servātē** 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 debo 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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