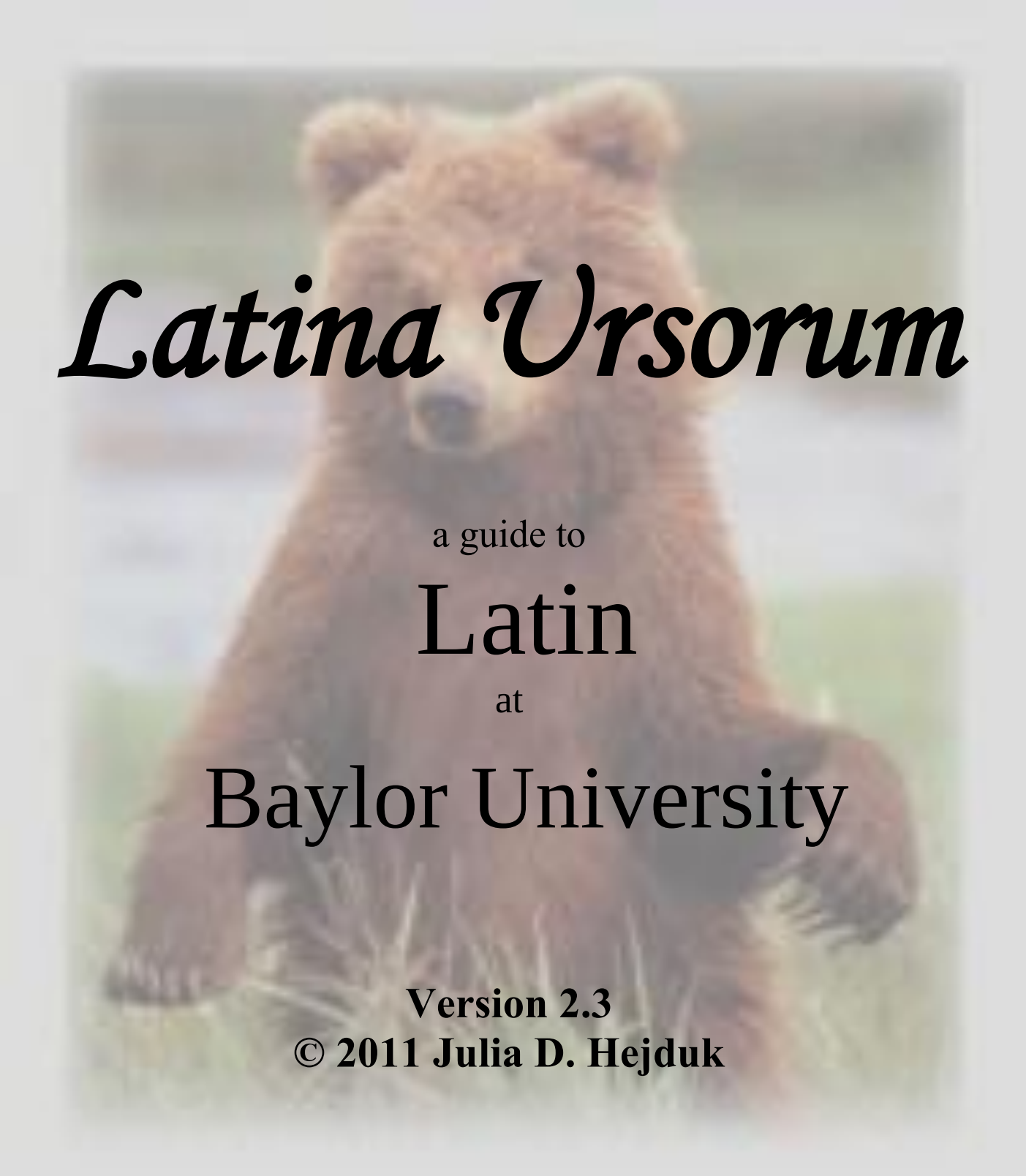

Latina Ursorum

a guide to

Latin

at

Baylor University

Version 2.3

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Why *Latina Ursorum*?

In Fall 2004, I found myself in front of an assortment of third-semester Latin students at Baylor University, none of whom I had laid eyes on before. Although those who had taken the first two semesters at Baylor had all used *Wheelock's Latin*, our introductory classes comprise hundreds of students and about a dozen faculty, with disparate teaching styles. Some of the students were fresh out of high school. All had very different ideas about what reading Latin actually involved.

I believed I had a pretty clear idea of what reading Latin involved: to translate with complete accuracy and understanding, which means being able to identify the form and syntax of every word in every sentence. The key to accomplishing this feat lies in clarity of expectation and endless repetition (i.e., making them do it from week one and never letting up). But how could I convey exactly what I expected? And—more challenging still—how could I make it easier and even, occasionally, a little bit fun?

Thus was born *Latina Ursorum: A Guide to Latin at Baylor University*.

Actually, that's not entirely true. During my three *lustra* of teaching at Harvard, the University of Texas at Arlington, and Baylor, like most Latin teachers, I had amassed a great quantity of quizzes, tests, explanatory handouts, worksheets, mnemonic jingles, and other goodies. But I had never attempted to pull them together into a systematic overview of the whole language. Part of my motivation, I confess, was to give legitimacy to some of the syntax *Wheelock* neglects; I get tired of trying to convince my upper-level students that potential subjunctives and subject noun clauses are not figments of my imagination. The main goal, however, was to give motivated students a comprehensive outline of the grammar that textbooks necessarily dole out piecemeal.

To make more palatable the bitter draught of syntactical rigor, as Lucretius and Julie Andrews have reminded us, a spoonful of sugar is a must. I had often counseled my students to make up silly songs or rhymes to help them memorize things—be honest, don't you hear the Alphabet Song sometimes when you open a dictionary?—but I had never gone out of my way to do the composing for them. Yet once the idea of rendering Latin morphology and syntax in song was hatched, it became a Quest. Insomnia is an amazing thing. My fevered brain could not rest until it had fitted third-declension endings to "Row, Row, Row Your Boat," past contrafactual conditionals to "On Top of Old Smokey" (= "On Top of Spaghetti"). If I leave behind no other monument, I can hope that choruses of "Hic Haec Hoc" to the tune of "Jingle Bells" will be sung throughout the ages in barbarian lands.

So did it work? The answer is, I think, a resounding "sort of." Students who are not used to having to identify forms bristle when expected to do so. Sometimes the hardest part is simply getting them to use the thing. (This is a problem, alas, with textbooks, too; despite repeated prompting, many will never even find, let alone use, the Optional Exercises with Answers in *Wheelock*.) Some just don't like to sing (though most will smile, if only in derision, when I do). But all of them, if nothing else, now know what "identify" means, what the range of possibilities is, and where to turn for a quick fix on a mystifying concept. Perhaps the students of the future will put that knowledge to even better use. One of the nicest things about teaching is that every year brings new hope.

OVERVIEW

of *Latina Ursorum: A Guide to Latin at Baylor University*
Version 2.3 (5/11)

DON'T PANIC!

LU was developed as a supplement to Latin courses at Baylor University based on *Wheelock's Latin*, but it can serve the needs of students at all levels, including those who are using a different textbook or reading unabridged Latin. Different parts will be more relevant at different stages. For instance, some of the **Mnemonics**, especially "Declension Ditties" and "Anthology of Jingles," will be useful as early as the first week. **Latin Syntax**, which gives an outline of perhaps 95% of Latin grammar (including some not found in *Wheelock*), will be more useful to those who are marching through the latter chapters of their textbook or tackling real Cicero. The **Sample Quizzes and Tests** (with answers) should be helpful to all. **Supporting Materials**, such as "The Subjunctive Translated" and "Synopses," give a synthetic overview of verb forms and grammar, as well as some handy lists and "Examples and Exercises" for key grammatical concepts.

One caveat: despite its handsome and authoritative appearance, *LU* is not a textbook. The **Latin Syntax** section is intended as a review and quick reference, giving a few examples of each grammatical construction and fleshing out some that students will encounter when they read unabridged Latin (e.g., "Independent Subjunctives," "Noun Clauses," "Relative Clauses with the Subjunctive"). The occasional notes are meant merely as a supplement to the explanations in *Wheelock*.

Learning Latin is, fundamentally, simple. Every word in a Latin sentence has two basic characteristics: a) **form** (what the word is) and b) **syntax** (how it functions in the sentence). The first step is to learn **HOW TO IDENTIFY FORMS**, which is thus the first page of *LU* (and contains the abbreviations used throughout). The next step is to acquire, gradually, ever-increasing knowledge of specific forms and syntax. *Wheelock* is structured so that one learns about 80% of the forms and 10% of the syntax in the first half of the course (at Baylor, this means chapters 1-22; see "Wheelock 1-22: Syntax List"), with the remaining 20% of the forms and 90% of the syntax in the second half.

"Simple," alas, does not equal "easy." Learning Latin involves a great deal of memorization and the kind of intellectual precision one might expect from a math course: just about every letter in a Latin word counts. If you can master the material outlined in *LU*, however, you should be qualified to read any Latin text (with a dictionary), teach Latin at any pre-collegiate level, and enter any Latin graduate program.

Other than a few minor corrections, **Version 2.3** differs from **Version 2.2** only in the addition of principal parts and meanings (along with a few clarifying notes) to the lists of Wheelock verbs on pages 195 and 196.

As ever, *Latina Ursorum* remains a work in progress. I would be *extremely grateful* if you would email me any typos, errors, or suggestions for improvement, no matter how trivial. To my own students, I give an extra credit point for each typo they find: let others negotiate their own terms!

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LATIN: HOW TO IDENTIFY FORMS

FINITE VERB: "PaiNT MoVe"[1]

Person	**Number**	**Tense**	**Mood**	**Voice**	
1	sg (singular)	pres (present)	ind (indicative)	act (active)	of [principal parts]
2	pl (plural)	fut (future)	ipv (imperative)	pass (passive)	
3		impf (imperfect)	subj (subjunctive)		
		pf (perfect)	[inf (infinitive)][2]		
		plupf (pluperfect)			
		futpf (future perfect)			

<u>example</u>: *moneō*: 1 sg pres ind act of moneō, monēre, monuī, monitum

NOUN: "CaN"

Case	**Number**		**Gender**
nom (nominative)	sg (singular)	of [nom sg, gen sg]	m (masculine)
gen (genitive)	pl (plural)		f (feminine)
dat (dative)			n (neuter)
acc (accusative)			
abl (ablative)			
voc (vocative)			

<u>example</u>: *puerō*: abl sg of puer, puerī, m

ADJECTIVE (ADJ) or PRONOUN (PRON): "KiNG"

Case Number Gender of [nom sg m, f, n]

<u>example</u>: *malī*: gen sg m of malus, -a, -um

PARTICIPLE (PPL): "KiNG TV"

Case Number Gender Tense Voice ppl of [principal parts]

<u>example</u>: *captō*: abl sg m pf pass ppl of capiō, capere, cēpī, captum

Principal parts: [1 sg pres ind act] [pres inf act] [1 sg pf ind act] [nom sg n pf pass ppl]

---

[1] Words in quotation marks are mnemonics for the first letter of the terms that follow (e.g., PNTMV).

[2] The infinitive is not really a "mood," but for convenience it will be treated as such and identified like a finite verb without person and number.

<u>example</u>: *monēre*: pres inf act of moneō, monēre, monuī, monitum

II.

Latin Syntax

USES of NOUN CASES

ABLATIVE

NOTE: See "Uses of the Ablative: Examples and Exercises" for additional illustrations. The **Ablative Absolute** is treated under "**Participles**." Of all cases, the ablative is the greatest grab-bag (it picked up the functions of three Indo-European cases, the Ablative, the Instrumental, and the Locative).

1. Urbs dēlēta est flammīs.
ūnā hōrā.
illō tempore.
ab hostibus.
magnā (cum) crūdēlitāte.

The city was destroyed by flames.
in one hour.
at that time.
by the enemy.
with great cruelty.

(ablatives appearing with a preposition are in [ ])

flammīs:
a) abl pl of flamma, ae, f.
b) **abl of means**

hōrā:
a) abl sg of hōra, -ae, f.
b) **abl of time within which**

tempore:
a) abl sg of tempus, temporis, n.
b) **abl of time when**

[hostibus]:
a) abl pl of hostis, hostis, m.
b) **abl of personal agent**

crūdēlitāte:
a) abl sg of crūdēlitās, crūdēlitātis, f.
b) **abl of manner**

2. Cicerō nōn carēbat librīs.
erat parvō altior Caesare.
cucurrit ab urbe ad mare cum amīcīs.

Cicero did not use to lack books.
was a little taller than Caesar.
ran from the city to the sea with his friends.

librīs:
a) abl pl of liber, librī, m.
b) **abl of separation** with "carēbat"

parvō:
a) abl sg n of parvus, -a, -um
b) substantive adj; **abl of degree of difference**

Caesare:
a) abl sg of Caesar, Caesaris, m.
b) **abl of comparison**

[urbe]:
a) abl sg of urbs, urbis, f.
b) **abl of place from which**

[amīcīs]:
a) abl pl of amīcus, -ī, m.
b) **abl of accompaniment**

3. Ēmimus librum magnō.

We bought the book for a great price.

magnō:
a) abl sg of magnus, -a, -um
b) Substantive adj; **abl of price**

4. Flammīs cucurrimus.

We ran because of the flames.

Flammīs:
a) abl pl of flamma, -ae, f.
b) **abl of cause**

5. Est facile factū.

It is easy to do.

factū:
a) abl supine of faciō, facere, fēcī, factum
b) **abl of specification**

6. Erat puella magnīs manibus.

She was a girl with large hands.

manibus:
a) abl pl of manus, -ūs, f.
b) **abl of description**

7. Cōgitat dē pecūniā.

He is thinking about money.

pecūniā:
a) abl sg of pecūnia, -ae, f.
b) **Object of preposition** "dē"

8. Erant multī puerī illā terrā.

There were many boys in that land.

terrā:
a) abl sg of terrā, -ae, f.
b) **abl of place where**

9. Dignī sunt amōre.

They are worthy of love.

amōre:
a) abl sg of amor, amōris, m.
b) **abl with special adj**

10. Ūtitur pecūniā.

He uses money.

pecūniā:
a) abl sg of pecūnia, -ae, f.
b) **abl with PPUFFV* verb**

*(*potior, pascor, ūtor, fruor, fungor, vescor*, deponent verbs that take the abl)

NOTES:

1) Remember that "ab <*person*>" = "by" (abl of agent), but "ab <*place*>" = "from" (abl of place from which).

2) With the ablative of manner, "cum" can be omitted only if the noun is modified by an adjective.

GENITIVE

NOTE: A noun in the genitive is like a barnacle, sticking to ("**depending on**") another noun. The glue that holds it is the word "**OF**." Most of the time (perhaps 90%), simply translating a genitive as "of" and saying what noun it depends on will do the trick. The examples below (with the exception of the **gen of possession**, which can be rendered just fine with "of") illustrate some usages where "of" is NOT the best translation or the genitive does NOT depend on another noun.

1. Māter poētae bella est.

The poet's mother is pretty.

poētae:
a) gen sg of poēta, -ae, m.
b) **gen of possession** depending on "Māter"

2. Nihil pecūniae habēmus.

We have no money.

pecūniae:
a) gen sg of pecūnia, -ae, f.
b) **Partitive gen** (or: **gen of the whole**) depending on "Nihil"

3. Ēmimus librum, sed nōn erat tantī.

We bought the book, but it was not worth it. (literally, "of so great value")

tantī:
a) gen sg n of tantus, -a, -um
b) Substantive adj; **gen of value**

4. Pūnīre nōn est nostrae aetātis.

To punish is not a mark of/characteristic of our age.

aetātis:
a) gen sg of aetās, aetātis, f.
b) **Predicate gen**

5. Eōs damnāmus īnsidiārum.

We condemn them for treachery.

īnsidiārum:
a) gen pl of īnsidiae, -ārum, f.
b) **gen with verb of accusing/condemning**

6. Cupiditās pecūniae eum dēlet.

Desire for money is destroying him.

pecūniae:
a) gen sg of pecūnia, -ae, f.
b) **Objective gen**; depends on "Cupiditās"

7. Mē invidiae paenitet.

I regret (my) envy.

invidiae:
a) gen sg of invidia, -ae, f.
b) **Objective gen with impersonal verb**

DATIVE

NOTE: The dative is "referential," that is, it indicates whom or what something refers to or concerns. When in doubt, translate with "**TO**," and if that doesn't cut it, "**FOR**." The examples below illustrate some usages in which "to" and "for" are not the best choices.

1. Dā mihi librum.

Give me the book. (or: "Give the book to me")

mihi:
a) dat sg m/f 1st person personal pron
b) **i.o.** ("**indirect object**") of "Dā"

2. Puella est tibi auxiliō.

The girl is a help to you.

tibi:
a) dat sg m/f 2nd person personal pron
b) **dat of reference**

auxiliō:
a) dat sg of auxilium, -iī, n.
b) **dat of purpose**

3. Nōn nocent puellīs.

They do not harm the girls.

puellīs:
a) dat pl of puella, -ae, f.
b) **dat with Chapter 35 verb** (see Wheelock Ch. 35)

4. Est eīs liber.

They have a book.

eīs:
a) dat pl of is, ea, id (demonstrative pron)
b) **dat of possession**

5. Eripuit eīs librum.

He snatched the book away from them.

eīs:
a) dat pl of is, ea, id (demonstrative pron)
b) **dat of separation**

6. Necāvit rēgem cīvibus.

He killed the king, to the disadvantage of the citizens.

cīvibus:
a) dat pl of cīvis, cīvis, m/f
b) **dat of disadvantage**

NOTE: This sentence (#6) could equally well be translated "He killed the king for the citizens"; only context will tell whether something is advantageous or disadvantageous.

7. Laudandus est omnibus.

He ought to be praised by all.

omnibus:
a) dat pl m of omnis, omne
b) Substantive adj; **dat of agent** with passive periphrastic

8. Omnibus praestat.

He surpasses all (people).

Omnibus:
a) dat pl m of omnis, omne
b) Substantive adj; **dat with compound verb**

ACCUSATIVE

1. Laudat puellam.

He praises the girl.

puellam:
a) acc sg of puella, -ae, f.
b) **d.o.** ("**direct object**") of "Laudat"

2. Ībat ad montem.

He was going to the mountain.

montem:
a) acc sg of mōns, montis, m.
b) **Object of preposition** "ad"

3. Dīcit eōs bellōs esse.

He says that they are handsome.

eōs:
a) acc pl of is, ea, id (demonstrative pron)
b) **Subject** of esse **in indirect statement**

4. Oportet nautam īre.

It is appropriate for the sailor to go/that the sailor go.

nautam:
a) acc sg of nauta, -ae, m.
b) **Subject** of "īre" **in noun clause** (the *clause* is the subject of "Oportet")

5. Appellat puerum poētam.

He calls the boy a poet.

poētam:
a) acc sg of poēta, ae, m.
b) **Objective complement**

6. Manēbimus duās horās.

We shall stay for two hours.

horās:
a) acc pl of hora, -ae, f.
b) **acc of duration**

7. Patriam miseram!

Oh miserable fatherland!

Patriam:
a) acc sg of patria, -ae, f.
b) **acc of exclamation**

8. Ībimus Rōmam.

We shall go to Rome.

Rōmam:
a) acc sg of Rōma, -ae, f.
b) **acc of place to which**

9. Nihil mē cūrant.

They don't care for me at all.

Nihil:
a) acc sg of nihil (indeclinable)
b) **Adverbial acc**

10. Tecta caput per viās ambulāvit.

Covered with respect to her head she walked through the streets.

caput:
a) acc sg of caput, capitis, n.
b) **acc of respect** or **Greek acc** or **acc of body parts** or **acc of respectful Greek body parts**

NOMINATIVE

1. Pecūnia est cūra.

Money is care.

Pecūnia:
a) nom sg of pecūnia, -ae, f.
b) **Subject** of est

cūra:
a) nom sg of cūra, -ae, f.
b) **Predicate nom**

VOCATIVE

1) Et tū, Brūte?

You too, Brutus?

Brute:

a) voc sg of Brūtus, -ī, m.
b) [Direct address; vocatives stand outside the syntax of a sentence]

LOCATIVE

1) Est domī, non Athēnīs.

He is at home, not in Athens.

domī:

a) loc sg of domus, -ī, f.
b) [Shows place where; locatives don't participate in syntax much either]

PRONOUNS and ADJECTIVES

NOTES:

1) Adjectives **modify** nouns (= **agree in case, number, and gender**), unless the adjective is "**substantive**" (see below). When identifying non-substantive adjectives, say what noun they modify and then give the syntax of that noun; when identifying substantive adjectives, give their syntax as you would for a noun.

2) The categories below are not *all* mutually exclusive, but *some* of them are. For instance, an adjective could be both "reflexive" and "attributive," but it could NOT be both "attributive" and "predicative."

ABBREVIATIONS (for others, see "Latin: How to Identify Forms"):

d.o. = direct object
i.o. = indirect object

ATTRIBUTIVE ADJECTIVES give additional information about nouns. In English, they always come *before* the noun and after the definite or indefinite article (if there is one). In Latin, they can be placed anywhere in the sentence, although their most common position is after the noun they modify.

1. Videō portam <u>magnam</u>.

I see the big gate.

magnam:
a) acc sg f of magnus, -a, -um
b) **Attributive adj**; modifies "portam," the d.o. of "Videō"

PREDICATE ADJECTIVES usually modify the subject of a sentence with a linking verb such as "sum." In *English*, they appear *after* the noun they modify, though not necessarily in Latin. The noun can be in a case other than the nominative, as in #3 below.

2. Puer est bellus, sed nōn <u>bonus</u> est.

The boy is handsome, but he is not good.

bonus: a) nom sg m of bonus, -a, -um
b) **Predicate adj**; modifies puer, the subject of "est"

3. Habeō puerum <u>bonum</u>.

I consider the boy good.

bonum:
a) acc sg m of bonus, -a, -um
b) **Predicate adj**; modifies "puerum," the d.o. of "Habeō"

NOTE: This sentence (#3) could equally well be translated "I have a good boy" (i.e., with "bonum" an attributive adjective). Often only context and probable sense determine whether a given adjective is attributive ("I make a big cake") or predicative ("I make the cake big"); sometimes the Latin is truly ambiguous and the distinction subtle.

SUBSTANTIVE ADJECTIVES function as nouns (by definition, they do not modify specific nouns). Their number and gender determine whether they refer to "man, men, woman, women, thing, things." Identify their syntax as you would that of a noun.

4. <u>Bonae</u> <u>pulchra</u> amant.

Good women love beautiful things.

Bonae: a) nom pl f of bonus, -a, -um
b) **Substantive adj**; subject of "amant"

pulchra: a) acc pl n of pulcher, pulchra, pulchrum
b) **Substantive adj**; d.o. of "amant"

PERSONAL PRONOUNS refer to folks in the first person (I/we) or the second person (you/y'all).

NOTE: Demonstrative pronouns are used for 3rd person "personal pronouns."

5. Tē laudō.

I praise you.

Tē:
a) acc sg m/f of 2nd person **personal pron**
b) d.o. of "laudō"

DEMONSTRATIVE PRONOUNS and **DEMONSTRATIVE ADJECTIVES** point out particular people or things. (A demonstrative pronoun = a demonstrative substantive adjective.)

NOTE: Demonstrative pronouns are used to show possession in the 3rd person by someone OTHER THAN the subject, but they are translated like English possessive adjectives ("his, her, their").

All of the following are **pronouns** if they stand alone, **adjectives** if they modify nouns:

hic, haec, hoc; ille, -a, -ud; is, ea, id; īdem, eadem, idem; iste, -a, -ud

6. Hic poēta eam et eōrum mātrem amat.

This poet loves her (= this/that woman) and their mother.

Hic: a) nom sg m of hic, haec, hoc (**demonstrative adj**)
b) Modifies "poēta," the subject of "amat"

eam: a) acc sg f of is, ea, id (**demonstrative pron**)
b) d.o. of "amat"

eōrum: a) gen pl m of is, ea, id (**demonstrative pron**)
b) Depends on "mātrem"

REFLEXIVE PRONOUNS (suī, sibi, sē, sē) and **REFLEXIVE ADJECTIVES** (suus, -a, -um) refer back to the subject of the clause. In the 3rd person, singular and

plural have the same form. They appear in all cases other than the nominative and vocative.

NOTE: If the subject is 1st or 2nd person, the personal pronouns (mē, tē, nōs, vōs, etc.) and possessive adjectives (meus, tuus, vester, noster, etc.) can function as reflexives.

7. Laudant fīliam suam propter amōrem suī.

They praise their own daughter because of love of themselves.

suam: a) acc sg f of suus, -a, -um (3rd person **reflexive adj**)
b) Modifies "fīliam," the d.o. of Laudant

suī: a) gen pl m of 3rd person **reflexive pron**
b) Depends on "amōrem"; refers to subject of "laudant"

INTENSIVE PRONOUNS and **INTENSIVE ADJECTIVES** (ipse, -a, -um) emphasize particular people or things. They are **pronouns** if they stand alone, **adjectives** if they modify nouns.

8. Ipse laudat urbem ipsam.

He himself praises the city itself.

Ipse: a) nom sg m of ipse, -a, -um (**intensive pron**)
b) Subject of "laudat"

ipsam: a) acc sg f of ipse, -a, -um (**intensive adj**)
b) Modifies "urbem," the d.o. of "laudat"

RELATIVE PRONOUNS (quī, quae, quod) introduce **relative clauses** and refer to a stated or (sometimes) unstated **antecedent**. They take their **number and gender** from their antecedent, their **case** from their function within their own clause.

9. (Vir) quem amō bellus est.

The man whom I love is handsome.

quem: a) acc sg m of quī, quae, quod (**relative pron**)
b) Refers to "Vir"; d.o. of "amō"

RELATIVE ADJECTIVES (not discussed in Wheelock, but slipped in on p. 120, *SA* #6) behave like relative pronouns except that they modify a noun **within their own clause** that restates an antecedent.

10. Laudō Rōmam, in quā urbe vīvēbam.

I praise Rome, in which city I used to live.

quā: a) abl sg f of quī, quae, quod (**relative adj**)
b) Modifies "urbe," the object of the preposition "in"; "quā urbe" refers back to "Rōmam"

INTERROGATIVE PRONOUNS (quis, quid) and **INTERROGATIVE ADJECTIVES** (quī, quae, quod) introduce questions.

11. Quis mē laudat, et quem librum laudābō?

Who praises me, and what book shall I praise?

Quis: a) nom sg m/f of quis, quid (**interrogative pron**)
b) Subject of "laudat"

quem: a) acc sg m of quī, quae, quod (**interrogative adj**)
b) Modifies "librum," the d.o. of "laudābō"

VERBS

CLAUSES

A "clause" is defined as "a part of a sentence containing a subject and verb." Every sentence must contain a **main clause**; a simple sentence consists only of this main clause. A complex sentence consists of a main clause and one or more **subordinate clauses**. A subordinate clause cannot stand alone. For instance, consider the sentence,

When I learn Latin, I shall be happy.

"I shall be happy" is the **main clause**, and there is nothing to say about the syntax of the verb except that it is the "**main verb**." "When I learn Latin" is the **subordinate clause**; it could not stand alone as a complete sentence. About the syntax of verbs in the various kinds of subordinate clauses there is a great deal to say. For convenience, I have included in my discussion any construction that contains a subject and a verb, whether or not that verb is finite; in Latin, the sentences "I believe *that he is happy*" and "I believe *him to be happy*" are identical (*Crēdō eum esse fēlīcem*), and it makes sense to treat all such constructions together.

After an overview of the basic principle of **Sequence of Tenses**, there follows a catalogue of the kinds of subordinate clauses.

SEQUENCE OF TENSES

NOTE: For convenience, the appropriate form of English "praise" or Latin *laudāre* will be inserted in < > for illustration purposes.

	Main Clause	**Subordinate Clause**
primary	pres ind fut ind futpf ind pf ind = "have <praised>" ("present perfect")	pres subj pf subj "fut subj" = <laudāt>ūrus sit
secondary	pf ind = "<praised>" ("simple past") impf ind plupf ind	impf subj plupf subj "fut subj" = <laudāt>ūrus esset

The translation of participles and subordinate clauses depends on whether the introductory verb is one of the **primary** or **secondary** tenses. The tense of the indicative in the main clause determines the range of possibilities for the subjunctive in the subordinate clause, as indicated by the table above. For example, if the main clause has a present indicative, the subordinate clause will usually (say, 95% of the time) have one of the three tenses of subjunctive for "primary sequence" (the pres, pf, or "-ūrus sit" subj), but NOT one of those for "secondary sequence" (impf, plupf, or "-ūrus esset" subj).

Which indicative tense is in the main clause *within the given category* does not (in general) affect the translation of the subordinate clause. For instance, the indirect question below has the same translation no matter which "primary sequence" verb introduces it:

Rogat/Rogābit/Rogāverit/Rogāvit quid faciam.

He asks/will ask/will have asked/has asked what I am doing.

Similarly, in secondary sequence:

Rogāvit/Rogābat/Rogāverat quid facerem.

He asked/was asking/had asked what I was doing.

This basic principle applies to most of the constructions discussed below.

TYPES OF SUBORDINATE CLAUSE

NOUN CLAUSES

NOTE: This section is an expansion of Wheelock Chapter 36 on "Jussive Noun Clauses."

Sometimes an entire clause (= "sentence piece containing a subject and a verb") can function as a noun, that is, as the subject or the direct object of a verb. For instance, consider the English sentence,

It is necessary *that we be there*.

"It" is merely a placeholder for the real subject, which in this case happens to be a *clause*:

That we be there is necessary.
For us to be there is necessary.

The clause functions as the subject of "is," just as "Money" does in the sentence "Money is necessary."

Similarly, consider the statement,

I say *that you are happy*.

In this sentence, "that you are happy" functions as the *direct object* of "say," just as "a word" does in the sentence "I say a word."

There are two main ways of creating such clauses in Latin:

1) accusative + infinitive (e.g., indirect statements [discussed separately below])
2) ut (or nē) + subjunctive (e.g., jussive noun clauses), though ut (or nē) is sometimes omitted

Some of these clauses have separate names (e.g., "jussive noun clauses"), but for some you should simply recognize that they are **noun clauses** functioning as the subject or object of a verb. These can be translated in a variety of ways. Some

examples:

1. Efficit ut hoc <u>faciant</u>.

He brings it about that they do this.

faciant:
a) 3 pl pres subj act of faciō, facere, fēcī, factum
b) Verb in **substantive clause of result** in primary sequence

2. Permīsit ut hoc <u>facerent</u>.

He allowed them to do this.

facerent:
a) 3 pl impf subj act of faciō, facere, fēcī, factum
b) Verb in **noun clause** that is the direct object of "Permīsit" in secondary sequence

3. Necesse erat (ut) hoc <u>facerent</u>.

It was necessary for them to do this.

facerent:
a) 3 pl impf subj act of faciō, facere, fēcī, factum
b) Verb in **noun clause** that is the subject of "erat" in secondary sequence

4. Cūrāte ut hoc <u>faciātis</u>.

Take care to do this.

faciātis:
a) 2 pl pres subj act of faciō, facere, fēcī, factum
b) Verb in **noun clause** that is the object of "Cūrāte" in primary sequence

5. Oportet eōs hoc <u>facere</u>.

It is proper for them to do this.

facere:

a) pres inf act of faciō, facere, fēcī, factum
b) Verb in **noun clause** that is the subject of "Oportet" in primary sequence

6. Moneō eum ut hoc faciat.

I advise him to do this.

faciat:
a) 3 sg pres subj act of faciō, facere, fēcī, factum
b) In **jussive noun clause** in primary sequence

NOTES:

1) All "accusative + infinitive" clauses function as nouns; some "ut/nē + subjunctive" clauses function as nouns, while some function as adverbs (e.g., purpose clauses, result clauses).

2) The **jussive noun clause** is generally best translated with an English infinitive, as in #6 above, whether it is in primary sequence (pres subj) or secondary sequence (impf subj); it involves asking, urging, or ordering someone to do something (see Wheelock chapter 36 for a list of verbs that commonly introduce these).

FEAR CLAUSES

1. Timeō nē hoc faciat.

I am afraid that he may do this.

faciat:
a) 3 sg pres subj act of faciō, facere, fēcī, factum
b) In **fear clause** in primary sequence

2. Timēbam ut hoc faceret.

I was afraid that he might not do this.

faceret:
a) 3 sg impf subj act of faciō, facere, fēcī, factum
b) In **fear clause** in secondary sequence

NOTES:

1) **Fear clauses** are a type of **noun clause**. The tricky thing about them is that "ut + subjunctive," which we might expect to mean "that <he may praise>," in a fear clause means "that <he may NOT praise.>" Similarly, "nē + subjunctive" indicates fear "that <he may praise.>"

2) Fear clauses can best be translated with "will" or "may" in primary sequence, "would" or "might" in secondary sequence.

CONDITIONALS (see "Syntax Songs")

1. Sī hoc faciat, laudent eum.

If he should do this, they would praise him.

laudent:
a) 3 pl pres subj act of laudō (1)
b) In **apodosis** of **future less vivid** conditional

2. Sī hoc fēcerit, laudent eum.

If he should have done this, they would praise him.

fēcerit:
a) 3 sg pf subj act of faciō, facere, fēcī, factum
b) In **protasis** of **future less vivid** conditional

3. Sī hoc faciet, laudābunt eum.

If he does this, they will praise him.

faciet:
a) 3 sg fut ind act of faciō, facere, fēcī, factum
b) In **protasis** of **future more vivid** conditional

4. Sī hoc fēcerit, laudābunt eum.

If he does (or: will have done) this, they will praise him.

fēcerit:
a) 3 sg futpf ind act of faciō, facere, fēcī, factum
b) In **protasis** of **future more vivid** conditional

5. Sī hoc <u>faceret</u>, eum laudārent.

If he were doing this, they would be praising him.

faceret:
a) 3 sg impf subj act of faciō, facere, fēcī, factum
b) In **protasis** of **present contrafactual** conditional

6. Nisi hoc fēcisset, eum <u>laudāvissent</u>.

If he had not done this, they would have praised him.

laudāvissent:
a) 3 pl plupf subj act of laudō (1)
b) In **apodosis** of **past contrafactual** conditional

7. Sī hoc fēcisset, eum <u>laudārent</u>.

If he had done this, they would be praising him.

laudārent:
a) 3 pl impf subj act of laudō (1)
b) In apodosis of **mixed conditional** (past contrafactual/present contrafactual)

NOTES:

1) A "conditional" sentence takes the form "if...then"; the "if-clause" is called the **protasis**, and the "then-clause" is called the **apodosis**. (Often the word "then" is omitted in both English and Latin.)

2) The four main types of special conditional are illustrated above. For a **simple fact** conditional, which contains indicatives (other than the future and future perfect), just translate the indicatives as usual.

3) The **future less vivid** usually has a present subjunctive in the protasis, but occasionally it has a perfect subjunctive (which emphasizes completion of the action). Similarly, the **future more vivid** usually has a future indicative in the protasis, but occasionally it has a future perfect indicative (which can be translated either as a present or as a future perfect: see #4). Although the forms of the perfect subjunctive and the future perfect indicative are identical in the 3rd person, the tense of the verb in the apodosis will tell you whether the sentence is less vivid or more vivid (compare #2 and #4).

CUM CLAUSES

1. Cum hoc facit, fēlīx est.

When he does this, he is happy.

facit:
a) 3 sg pres ind act of faciō, facere, fēcī, factum
b) In **temporal cum clause** in primary sequence; shows same time as "est"

2. Cum hoc faciat, fēlīx est.

When/since/although he does this, he is happy.

faciat:
a) 3 sg pres subj act of faciō, facere, fēcī, factum
b) In **circumstantial/causal/concessive cum clause** in primary sequence; shows same time as "est"

3. Cum hoc fēcerit, fēlīx est.

When/since/although he did/has done this, he is happy.

fēcerit:
a) 3 sg pf subj act of faciō, facere, fēcī, factum
b) In **circumstantial/causal/concessive cum clause** in primary sequence; shows time before "est"

4. Cum hoc faciēbat, fēlīx erat.

When he was doing this, he was happy.

faciēbat:
a) 3 sg impf ind act of faciō, facere, fēcī, factum
b) In **temporal cum clause** in secondary sequence; shows same time as "erat"

5. Cum hoc faceret, fēlīx erat.

When/since/although he was doing this, he was happy.

faceret:
a) 3 sg impf subj act of faciō, facere, fēcī, factum
b) In **circumstantial/causal/concessive cum clause** in secondary sequence; shows same time as "erat"

6. Cum hoc fēcisset, fēlīx erat.

When/since/although he had done this, he was happy.

fēcisset:
a) 3 sg plupf subj act of faciō, facere, fēcī, factum
b) In **circumstantial/causal/concessive cum clause** in secondary sequence; shows time before "erat"

NOTES:

1) With the **indicative**, a cum clause is **temporal**, which means it indicates "at the time when"; it is translated simply "when." The indicatives can be in any tense; just translate them as you normally do.

2) With the **subjunctive**, a cum clause can be **circumstantial** (= "when"), **causal** (= "since"), or **concessive** (= "although"; Wheelock calls this "adversative"). Context alone determines which of these is the best translation; if *tamen* ("nevertheless") is in the main clause, the cum clause is almost certainly concessive (= "although"), but that is the only sure rule. For any given sentence, choose the translation that seems to make the most sense.

3) In theory, **temporal** cum clauses indicate "at the time when [he does this]," whereas **circumstantial** cum clauses indicate "under the circumstances of [his doing this]"; in practice, both are best translated simply "when."

INDIRECT QUESTIONS

1. Rogant quid faciat.
fēcerit.
factūrus sit.

They ask what he is doing/does.
did/has done.
will do.

faciat:
a) 3 sg pres subj act of faciō, facere, fēcī, factum
b) In **indirect question** in primary sequence; shows same time as or time after "rogant"

fēcerit:
a) 3 sg pf subj act of faciō, facere, fēcī, factum
b) In **indirect question** in primary sequence; shows time before "rogant"

factūrus sit:
a) 3 sg fut subj act of faciō, facere, fēcī, factum
b) In **indirect question** in primary sequence; shows time after "rogant"

2. Rogāvērunt quid faceret.
fēcisset.
factūrus esset.

They asked what he was doing/did.
had done.
would do.

faceret:
a) 3 sg impf subj act of faciō, facere, fēcī, factum
b) In **indirect question** in secondary sequence; shows same time as or time after "Rogāvērunt"

fēcisset:
a) 3 sg plupf subj act of faciō, facere, fēcī, factum

b) In **indirect question** in secondary sequence; shows time before "Rogāvērunt"

factūrus esset:
a) 3 sg fut subj act of faciō, facere, fēcī, factum
b) In **indirect question** in secondary sequence; shows time after "Rogāvērunt"

3. Rogant quid agātur.
āctum sit.

They ask what is done/is being done.
was done/has been done.

agātur:
a) 3 sg pres subj pass of agō, agere, ēgī, āctum
b) In **indirect question** in primary sequence; shows same time as or time after "Rogant"

āctum sit:
a) 3 sg pf subj pass of agō, agere, ēgī, āctum
b) In **indirect question** in primary sequence; shows time before "Rogant"

4. Scīvimus quid agerētur.
āctum esset.

We knew what was done/was being done.
had been done.

agerētur:
a) 3 sg impf subj pass of agō, agere, ēgī, āctum
b) In **indirect question** in secondary sequence; shows same time as or time after "scīvimus"

āctum esset:
a) 3 sg plupf subj pass of agō, agere, ēgī, āctum
b) In **indirect question** in secondary sequence; shows time before "scīvimus"

NOTES:

1) Both "factūrus sit" and "factūrus esset" are called the "future subjunctive"; these

funny forms rarely occur except in indirect questions.

2) The rules for **sequence of tenses** are essential in indirect questions.

3) The present subjunctive (in primary sequence) and the imperfect subjunctive (in secondary sequence) can refer to actions either at the same time as or after the main verb. English is similar: the question "What are you doing?" can mean "What are you doing now?" or "What are you doing tonight?" (Assume "same time" unless context shows otherwise.) Since the future passive is rare and requires a special construction (not shown), most future passives are expressed this way.

4) Sometimes indirect questions contain a **dubitative subjunctive**; see example #4 under "Independent Subjunctives."

RESULT CLAUSES

1. Tanta facit ut urbem servet.
urbs servētur.
urbs nōn deleātur.

He does/is doing such great things that he saves/is saving the city.
the city is saved/is being saved.
the city is not destroyed/is not being destroyed.

servet:
a) 3 sg pres subj act of servō (1) [= servāre, servāvī, servātum]
b) In **result clause** in primary sequence

2. Tanta fēcit ut urbem servāret.
urbs servārētur.
urbs nōn dēlērētur.

He did such great things that he saved the city.
the city was saved.
the city was not destroyed.

servārētur:
a) 3 sg impf subj pass of servō (1)

b) In **result clause** in secondary sequence

3. Tanta fēcit ut urbem servāverit.
urbs servāta sit.

He has done such great things that he has saved the city.
the city has been saved.

servāta sit:
a) 3 sg pf subj pass of servō (1)
b) In **result clause** in primary sequence

4. Tanta fēcit ut omnēs eum ament.

He has done such great things that all love him.

ament:
a) 3 pl pres subj act of amō (1)
b) In **result clause** in primary sequence

5. Hoc facit ut omnēs eum nōn ament.

He does this, so that all do not love him.

ament:
a) 3 pl pres subj act of amō (1)
b) In **result clause** in primary sequence

[Purpose clause] 6. Hoc facit nē omnēs eum ament.

He does this so that all may not love him.

ament:
a) 3 pl pres subj act of amō (1)
b) In **negative purpose clause** in primary sequence

NOTES:

1) Result clauses are always translated with an English INDICATIVE even though they have a subjunctive in Latin. "So that <he praises/praised>" should be reserved

for result clauses, “so that <he may/might praise>” for purpose clauses.

2) Remember that *ut nōn* occurs in result clauses, *nē* in purpose clauses. Compare #5 and #6 above.

3) The tense of the subjunctive in the subordinate clause tells you whether the sentence is in primary or secondary sequence, which shows whether a perfect indicative should be translated “have <praised>” or “<praised>,” i.e., as a “present perfect” or as a “simple past.” Compare #2 and #3.

PURPOSE CLAUSES

1. Hoc facit ut eōs iuvet.
ut eī iuventur.
nē capiātur.
nē eī capiantur.

He does this (in order) to help them.
so that/in order that they may be helped.
in order not to be captured.
so that/in order that they may not be captured.

iuvet:
a) 3 sg pres subj act of iuvō, iuvāre, iūvī, iūtum
b) In **purpose clause** in primary sequence

capiantur:
a) 3 pl pres subj pass of capiō, capere, cēpī, captum
b) In **negative purpose clause** in primary sequence

2. Hoc fēcit ut illās iuvāret.
ut illae iuvārentur.
nē caperētur.
nē illae caperentur.

He did this (in order) to help those women.
so that/in order that those women might be helped.
in order not to be captured.
so that/in order that those women might not be captured.

iuvāret:
a) 3 sg impf subj act of iuvō, iuvāre, iūvī, iūtum
b) In **purpose clause** in secondary sequence

caperentur:
a) 3 pl impf subj pass of capiō, capere, cēpī, captum
b) In **negative purpose clause** in secondary sequence

3. Hoc fēcit ut bonus <u>videātur</u>.

He has done this in order to appear good.

videātur:
a) 3 sg pres subj pass of videō, vidēre, vīdī, vīsum
b) In **purpose clause** in primary sequence

4. Hoc fēcit quō melior <u>videātur</u>.

He has done this in order to appear better.

videātur:
a) 3 sg pres subj pass of videō, vidēre, vīdī, vīsum
b) In **purpose clause with comparative** in primary sequence

NOTES:

1) PURPOSE CLAUSES IN PRIMARY SEQUENCE USE "MAY"; PURPOSE CLAUSES IN SECONDARY SEQUENCE USE "MIGHT." "I say this so that you may understand" and "I said this so that you might understand" are correct; "I say this so that you might understand" and "I said this so that you may understand" are not.

2) If the subject of the main clause and the purpose clause are the same, use "in order to <praise>" or simply "to <praise>"; if the subjects of the two clauses are different, use "so that/in order that X may/might..."

3) If the purpose clause contains a comparative adjective or adverb, then "quō" will normally be used instead of "ut"; see #4.

CONCESSIVE UT-CLAUSES

1. Ut potēns sit, (tamen) nōn fēlīx est.

Although he is powerful, (nevertheless) he is not happy.

sit:
a) 3 sg pres subj act of sum, esse, fuī, futūrum
b) In **concessive ut-clause** in primary sequence

2. Ut potēns fuisset, nōn hanc urbem vīcisset.

Even if he had been powerful, he would not have conquered this city.

fuisset:
a) 3 sg plupf subj act of sum, esse, fuī, futūrum
b) In **concessive ut-clause** in secondary sequence

NOTES:

1) The **concessive ut-clause** generally appears at the beginning of a sentence. Context and (sometimes) markers like "tamen" will indicate that "although" is the best translation.

2) If the ut-clause has a pluperfect subjunctive, the best translation is "even if" (not "although"), and the main clause will also have a subjunctive (see #2); this is similar to a **past contrafactual conditional**.

INDIRECT STATEMENTS

1. Dīcit sē diū vīvere.
vīxisse.
vīctūram esse.

She says that she lives/is living a long time.
lived/has lived a long time.
will live a long time.

sē:
a) acc sg f reflexive 3rd person pron
b) acc subject in **indirect statement**

vīctūram esse:
a) fut inf act of vīvō, vīvere, vīxī, vīctum
b) In **indirect statement** in primary sequence; shows time after "dīcit"

2. Dīxistī eōs capī.
captōs esse.
captum īrī.

You said that they were being captured.
had been captured.
would be captured.

eōs:
a) acc pl m of is, ea, id (demonstrative pron)
b) acc subject in **indirect statement**

capī:
a) pres inf pass of capiō, capere, cēpī, captum
b) In **indirect statement** in secondary sequence; shows same time as "dīxistī"

captōs esse:
a) pf inf pass of capiō, capere, cēpī, captum
b) In **indirect statement** in secondary sequence; shows time before "dīxistī"

captum īrī:
a) fut inf pass of capiō, capere, cēpī, captum
b) In **indirect statement** in secondary sequence; shows time after "dīxistī"

RELATIVE CLAUSES with the SUBJUNCTIVE

NOTE: This section is an expansion of Wheelock Chapter 38 on "Relative Clauses of Characteristic."

1. Poēta est is quī hoc faciat.

The poet is the sort of man who would do this.

faciat:
a) 3 sg pres subj act of faciō, facere, fēcī, factum
b) In **relative clause of characteristic** in primary sequence

2. Nēmō est quī hoc faciat.

There is no one who does this/would do this.

faciat:
a) 3 sg pres subj act of faciō, facere, fēcī, factum
b) In **relative clause of characteristic** in primary sequence

3. Nēmō est tam stultus quī hoc faciat.

No one is so foolish as to do this.

faciat:
a) 3 sg pres subj act of faciō, facere, fēcī, factum
b) In **relative clause of result** in primary sequence

4. Tam stultus est quī hoc fēcerit.

He is so foolish as to have done this.

fēcerit:
a) 3 sg pf subj act of faciō, facere, fēcī, factum
b) In **relative clause of result** in primary sequence

5. Mittunt mīlitem quī hoc faciat.

They are sending a soldier to do this.

faciat:
a) 3 sg pres subj act of faciō, facere, fēcī, factum
b) In **relative clause of purpose** in primary sequence

6. Dīcit virum quī hoc faciat esse Rōmānum.

He says that the man who is doing this is a Roman.

faciat:
a) 3 sg pres subj act of faciō, facere, fēcī, factum
b) In **relative clause within an indirect statement** in primary sequence

7. Hic rēx fēlīx est quī sapiēns sit.

This king is happy because he is wise.

sit:
a) 3 sg pres subj act of sum, esse, fuī, futūrum
b) In **relative clause of cause** in primary sequence

NOTES:

1) The **relative clause of characteristic** (the primary category of relative clauses with the subjunctive) indicates the kind of person (or thing) who *would* do something; such clauses can usually be translated with "would."

2) Any relative clause introduced by "There is no one who..." or the equivalent will contain a subjunctive in Latin. Since the main clause already indicates that the person/thing does *not* exist, the relative clause is best translated with an English indicative ("There is no one who <praises>").

3) The **relative clause of purpose** is often best translated with an English "infinitive of purpose": e.g., "They send the soldier *to* <*praise*>" (= "so that he may <praise>").

4) The **relative clause of result**, like an ordinary result clause with *ut*, is generally introduced by a marker meaning "so" in the main clause. Whereas an *ut* result clause usually is best translated "so...that <he praises>", a relative clause of result is often best translated "so...as to <praise>," as in #3 and #4 above.

5) All **relative clauses within an indirect statement** become subjunctive, even if the relative clause in the direct statement originally contained an indicative (though see next point). For instance, the direct statement in #6 above was "Vir quī hoc facit est Rōmānus," "The man who is doing this is a Roman"; when this statement is reported indirectly, "quī hoc facit" becomes "quī hoc faciat."

EXCEPTION: If a relative clause within an indirect statement contains an indicative, it means that the *author of the sentence* is asserting something

independently of the speaker whose speech is being reported. For instance, if the sentence above were changed to "Dīcit virum, quī hoc facit, esse Rōmānum," it would mean that the direct statement was "Vir est Rōmānus"; the "quī hoc facit" would be additional information added by the author of the sentence, not the speaker.

6) A **relative clause of cause** is best translated by substituting "because" for the relative pronoun, as in #7. In certain contexts, this is the only translation that makes sense.

INDEPENDENT SUBJUNCTIVES

NOTE: A subjunctive is called **independent** if it is in the main clause, not a subordinate clause.

JUSSIVE

1. Nē hostis capiat urbem.

Let the enemy not capture the city.

capiat:
a) 3 sg pres subj act of capiō, capere, cēpī, captum
b) Negative **jussive subj**

2. Rēx cēperit urbem.

Let the king capture (or: have captured) the city.

cēperit:
a) 3 sg pf subj act of capiō, capere, cēpī, captum
b) **Jussive subj**

NOTES:

1) The **jussive subjunctive** gives an order or expresses a wish (the latter is sometimes called the "**volitive**"); it is best translated with "Let <him praise>." The negative (nē) is "Let <him not praise>."

2) Usually it is 1st or 3rd person, singular or plural, but occasionally it can be used in the 2nd person as a polite imperative: "May you <praise>." The jussive is sometimes called the "**hortatory subjunctive**," especially in the 1st person. It is usually in the present tense, but can also be in the perfect, especially when emphasizing the completion of an action.

DUBITATIVE

1. Conēmur librum difficilem legere?

Should we try to read the difficult book?

Conēmur:
a) 1 pl pres subj act of conor, conārī, conātus sum
b) **Dubitative subj**

2. Incerta est quid agat. ["agat" here is not technically an independent subjunctive]

She is uncertain (about) what she should do. (or: "what she is doing.")

agat:
a) 3 sg pres subj act of agō, agere, ēgī, āctum
b) **Dubitative subj** in an indirect question in primary sequence

NOTES:

1) The **dubitative subjunctive** expresses a doubt (Latin *dubitāre* = "to doubt, hesitate") about whether someone (usually the speaker) **should** do something. It appears in questions (direct or indirect) and is translated with the word "**should**."

2) If it is in an indirect question, as in #2, only context and probable sense will determine whether it is best translated as dubitative ("should") or simply as an indicative (since every indirect question will have a subjunctive anyway).

POTENTIAL

1. Crēdās eum esse poētam.

You would believe that he is a poet.

Crēdās:
a) 2 sg pres subj act of crēdō, crēdere, crēdidī, crēditum
b) **Potential subj**

2. Dīxerim eum esse poētam.

I might say that he is a poet.

Dīxerim:
a) 1 sg pf subj act of dīcō, dīcere, dīxī, dictum
b) **Potential subj**

3. Crēderēs eum esse poētam.

You would have believed that he was a poet.

Crēderēs:
a) 2 sg impf subj act of crēdō, crēdere, crēdidī, crēditum
b) **Potential subj**

NOTES:

1) The **potential subjunctive** expresses something that is *possible*; it is best translated with "would," or sometimes with "may," "might," or "could." The tense can be present, perfect, or imperfect. (The pluperfect is rare.)

2) The present and perfect subjunctives indicate a cautious assertion in present time ("You would <praise>, "I might <praise>," etc.); the imperfect is best translated "would have <praised>."

VERBAL NOUNS AND ADJECTIVES

NOTE: "Verbal" here means "derived from a verb"; verbal nouns and adjectives share some characteristics of finite verbs (e.g., they may have *tense* and *voice*, and some can take direct objects), but they lack other characteristics (e.g., they do not have *person*).

PARTICIPLES

1. Caesar ēiectus est hīs audītīs.
mātre suā vīvente.
patriam nōn amāns.
ab cīvibus vīsus.
patriam servātūrus.
cīvibus patriam servātūrīs.

Caesar was thrown out when these things had been heard.
while his mother was alive.
since he did not love the country.
after he had been seen by the citizens.
although he was fixin' to save the country.
when the citizens were fixin' to save the country.

audītīs:
a) abl pl n pf pass ppl of audiō, audīre, audīvī, audītum
b) In **abl absolute**; modifies hīs; shows time before "ēiectus est"

vīvente:
a) abl sg f pres act ppl of vīvō, vīvere, vīxī, vīctum
b) In **abl absolute**; modifies mātre; shows same time as "ēiectus est"

amāns:
a) nom sg m pres act ppl of amō (1)
b) Modifies "Caesar"; shows same time as "ēiectus est"

vīsus:
a) nom sg m pf pass ppl of videō, vidēre, vīdī, vīsum
b) Modifies "Caesar"; shows time before "ēiectus est"

servātūrus:
a) nom sg m fut act ppl of servō (1)
b) Modifies "Caesar"; shows time after "ēiectus est"

servātūrīs:
a) abl pl m fut act ppl of servō (1)
b) In **abl absolute**; modifies cīvibus; shows time after "ēiectus est"

2. Caesar ēicitur hīs audītīs.
mātre suā vīvente.
patriam nōn amāns.
ab cīvibus vīsus.
patriam servātūrus.
cīvibus patriam servātūrīs.

Caesar is being thrown out since these things have been heard.
while his mother is alive.
since he does not love the country.
since he has been seen by the citizens.
although he is fixin' to save the country.
since the citizens are fixin' to save the country.

3. Hī librī <u>legendī</u> sunt <u>mihi</u>.
erant mihi.

These books ought to be read by me.
had to be read by me.

legendī:
a) nom pl m gerundive of legō, legere, lēgī, lēctum
b) Modifies "librī"; in **passive periphrastic**

mihi:
a) dat sg m/f of 1st person personal pron
b) **dat of agent** with passive periphrastic

4. Eōs librōs fīliō suō <u>legendōs</u> esse dīcit.
dīxit.

He says that those books ought to be read by his son.

He said that those books had to be read by his son.

legendōs:
a) acc pl m gerundive of legō, legere, lēgī, lēctum
b) In **passive periphrastic** in indirect statement

NOTES:

1) The syntax answers in #2 are identical to those in #1 except that the "main verb" in each "b)" becomes "ēicitur."

2) Use your sense of English and of context to determine which of "when, while, since, although, after, as," etc., or just a simple participle, is best.

3) In passive periphrastic constructions, use "had to be <praised>" with secondary tenses, since "ought" and "must" do not have nice past tenses.

4) For ablatives absolute, a failsafe translation is "with <noun> <participle>". For instance,

hīs audītis = with these things having been heard
mātre suā vīvente = with his mother living
cīvibus patriam servātūrīs = with the citizens fixin' to save the country

5) If you can't stand "fixin' to" for future participles, use "about to" or "going to."

SUPINES

1. Est facile dictū.

It is easy to say.

dictū:
a) abl **supine** of dīcō, dīcere, dīxī, dictum
b) abl of specification with facile

2. Mīsit eam cīvēs monitum.

He sent her to warn the citizens.

monitum:
a) acc **supine** of moneō, monēre, monuī, monitum
b) Indicates purpose with verb of motion "Mīsit"

NOTES:

1) The **supine** is a neuter verbal noun whose *form* is identical to the fourth principal part (the nom sg n pf pass ppl), but its *meaning* is best expressed with an English infinitive.

2) The supine appears only in the ablative and the accusative singular, in the two constructions illustrated above: as an ablative of specification (further qualifying some adjective), or to indicate purpose with a verb of motion.

GERUNDS and GERUNDIVES

1. Discimus librīs legendīs.

We learn by reading books.

legendīs:
a) abl pl m **gerundive** of legō, legere, lēgī, lēctum
b) Modifies "librīs"; abl of means

2. Discimus legendō librōs.

We learn by reading books.

legendō:
a) abl **gerund** of legō, legere, lēgī, lēctum
b) abl of means

3. Mīsit discipulum ad librōs legendōs.

He sent the student to read books.

legendōs:
a) acc pl m **gerundive** of legō, legere, lēgī, lēctum

b) Modifies "librōs," the object of the preposition "ad"; shows purpose

4. Mīsit discipulum ad legendum.

He sent the student to read.

legendum:
a) acc **gerund** of legō, legere, lēgī, lēctum
b) Object of the preposition "ad"; shows purpose

5. Mīsit discipulum librōrum legendōrum causā.

He sent the student to read books. (Literally, "for the sake of books-to-be-read")

legendōrum:
a) gen pl m **gerundive** of legō, legere, lēgī, lēctum
b) Modifies "librōrum," which depends on "causā"; shows purpose

6. Mīsit discipulum legendī librōs causā.

He sent the student to read books. (Literally, "for the sake of reading books")

legendī:
a) gen **gerund** of legō, legere, lēgī, lēctum
b) Depends on causā; shows purpose

7. Fēlīx est propter amōrem vīvendī.

He is happy because of (his) love of living.

vīvendī:
a) gen **gerund** of vīvō, vīvere, vīxī, vīctum
b) Depends on "amōrem"

NOTES:

1) The **gerund** is a **verbal noun** designated by the ending "-ing" in English, as in "*Running* is fun." (Do NOT confuse it with the **participle**, a **verbal adjective**, as in "We see *running* water.") It can do most of the things nouns do, but like a verb, it can also take objects.

2) Gerunds are always *singular* and *neuter*; their case can be genitive, dative, accusative or ablative. (The nominative is expressed by an infinitive, as in *Errare humanum est*, "To err is human"; Latin cannot say "Erring is human.")

3) The **gerundIVE** is a **verbal adjectIVE**; its basic meaning is "to be -ed" or "that ought to be -ed" (e.g., *Laudandus est*, "He ought to be praised"). Like any adjective, it agrees with the noun it modifies in case, number, and gender (unless it is a *substantive*; see "Pronouns and Adjectives").

4) Whereas Latin gerunds can usually be translated as English gerunds, gerundives are trickier. They are often best translated as English *gerunds*; e.g., #1 above, literally, "We learn by (means of) books-to-be-read," is better translated like #2, "We learn by (means of) reading books."

5) The majority of the time (but not a large majority—this is only a rough rule of thumb), gerundives will follow the nouns they modify and gerunds will precede the nouns that are their objects, as in the examples above.

6) The gerundive is sometimes called the "future passive participle," which is useful for putting it on synopsis charts. But unlike the future active participle, which means "fixin' to <praise>," the gerundive does NOT mean "fixin' to be <praised>": it expresses something that OUGHT to happen, not something that WILL happen.

7) Both gerunds and gerundives are commonly used to express purpose with "ad" (a preposition that can mean "for the purpose of") and "causā" (the abl of causa, -ae, f, "cause"; gen + causā [the gen always comes first] is an idiom meaning "for the sake of <the genitive thing>"). Notice that #3, #5, and #6 above all mean essentially the same thing. In classical Latin, however, the gerund after "ad" does not take an accusative object (contrary to what Wheelock teaches!); see #4.

INFINITIVES

NOTE: The main uses of the infinitive **with a subject accusative** have already been discussed under "**Indirect Statements**" and "**Noun Clauses**." The following are uses of the infinitive ***without* a subject accusative**.

1. Possum tē laudāre.

I am able to praise you.

laudāre:
a) pres inf act of laudō (1)
b) **Complementary inf** with "Possum"

2. Necesse est mihi vīdisse puellās.

It is necessary for me to have seen the girls.

vīdisse:
a) pf inf act of videō, vidēre, vīdī, vīsum
b) **Subject** of "est"

3. Vīvere est errāre.

To live is to make mistakes.

errāre:
a) pres inf act of errō (1)
b) **Predicate inf**

4. Caesar castra mūnīre, mīlitem monēre.

Caesar was fortifying the camp, warning the soldiery.

monēre:
a) pres inf act of moneō, monēre, monuī, monitum
b) **Historical inf**

5. Est dignus laudārī.

He is worthy to be praised.

laudārī:
a) pres inf pass of laudō (1)
b) **inf with adjective**

6. Vēnimus urbem oppugnāre.

We came (in order) to attack the city.

oppugnāre:
a) pres inf act of oppugnō (1)
b) **inf of purpose**

NOTES:

1) The **COMPLEmentary infinitive** COMPLEtes the sense of some other verb, such as "I am able <to praise>," "I want <to praise>," etc. It is generally translated as an English infinitive. It can be in the present (e.g., "I want to praise") or, less commonly, the perfect (e.g., "I want to have praised").

2) The **subject infinitive** functions as the subject of an impersonal verb, such as "It is necessary to praise," "It is permitted to praise," etc. In the preceding two sentences, "It" is just a placeholder for the real subject: "*To praise* is necessary."

3) Note that in #2 above the *infinitive* is the subject of "est," with "mihi" a dative of reference: literally, "*To praise* is necessary *for me*." In the sentence "Necesse est mē laudāre," the *entire clause* (mē laudāre) is the subject of "est": "*For me to praise* is necessary," "*That I praise* is necessary." (See "**Noun Clauses.**")

4) The **historical infinitive** frequently appears in historical prose, substituting for an imperfect indicative in fast-paced narrative.

5) The **infinitive with adjective** appears mainly in poetry.

6) The **infinitive of purpose** is rare, appearing mainly in poetry and early prose.

III.

Sample Examinations

Quiz on Wheelock 1

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) often b) nothing

c) dō _____ _____ _____ = _____

II. **Identify AND translate** the following forms:

he loves:

vident:

servātis:

monēte:

III. Translate into stirring English.

1) Quid dēbēmus cōgitāre?

2) Sī mē amās, mē saepe laudā!

IV. Translate into pleasing Latin.

They should warn me if I make a mistake.

V. Extra Credit. On the back of this sheet, write the "active endings" song from *Latina Ursorum*.

Quiz on Wheelock 1-2

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) penalty b) patria

c) _____ monēre _____ _____ = _____

II. **Identify AND translate** the following forms:

we see:

vocāte:

III. **Produce** the following forms:

gen pl of rosa, -ae, f.: abl sg of nauta, -ae, m.:

IV. Translate into sterling English, and for the underlined word, give a) form; b) syntax:

1) Puellārum <u>rosam</u> poētīs nauta dat.

rosam: a)

b)

2) Mē philosophiae dō.

V. Translate into pretty Latin.

The sailor's great fame preserves the gate.

Quiz on Wheelock 1-3

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) always b) today

c) habeō _____ _____ _____ = _____

II. **Identify AND translate** the following forms:

vocāmus:

dā:

III. Translate into succulent English, and for the underlined word, give a) form; b) syntax:

1) Sapientiam <u>amīcārum</u>, Ō fīlia mea, semper laudat.

amīcārum: a)

b)

2) Avārī virī puellās bellās in agrīs vident.

IV. Translate into pure Latin.

The good poets ought to save many farmers.

V. **Extra Credit**. On the back of this sheet, write the "first declension" and "second declension" songs from *Latina Ursorum*.

Quiz on Wheelock 1-4

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) leisure b) delay

c) _____ iuvāre _____ _____ = _____

II. **Identify AND translate** the following forms:

habētis:

we are:

III. Change the following phrases as requested:

1) magnus nauta -> gen sg

2) vērus poēta -> acc pl

IV. Translate into scintillating English, and for the underlined word, give a) form; b) syntax:

1) Malī, mī amīce, dē exitiō <u>bonārum</u> cōgitant.

bonārum: a)

b)

2) Sapientiam puellārum, fīlia mea, semper laudat.

V. Translate into exquisite Latin.

The poet's sons are giving the good teachers many gifts.

Quiz on Wheelock 1-5

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) tomorrow b) yesterday

c) remaneō _____ _____ _____ = _____

II. **Identify AND translate** the following forms:

we shall have:

iuvābās:

III. Translate into soaring English, and for the underlined word, give a) form; b) syntax:

1) Propter adulēscentiam, fīliī meī, <u>mala</u> vītae nōn vidēbātis.

mala: a)

b)

2) Superābitisne malōs sī bonōs culpābitis?

IV. Translate into purling Latin.

He did not use to love the words of beautiful women.

Quiz on Wheelock 1-6

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) full b) vīta

c) remaneō _____ _____ _____ = _____

II. **Identify** AND **translate** the following forms:

we are able

erās

errātis

III. Translate into inspiring English, and for the underlined words, give a) form; b) syntax:

1) Discipulaene vitia <u>avārōrum</u> vidēre poterant?

avārōrum: a)

b)

2) Nōn poterant, igitur, tē dē poenā amīcōrum tuōrum herī <u>monēre</u>.

monēre: a)

b)

IV. Translate into splendid Latin.

Free men will be able to see our beautiful book tomorrow.

Quiz on Wheelock 1-7

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) after b) under

c) _____ _____ _____ = to dare

II. Translate into stringent English, and for the underlined word, give a) form; b) syntax:

1) Rēx et rēgīna igitur crās nōn audēbunt ibi <u>remanēre</u>.

remanēre: a)

b)

2) Mōrēs bonōs hominum semper amābat cīvitās.

III. Translate into precise Latin.

He will give a new name to his wife on account of (his) great love.

IV. **Extra Credit**. On the back of this sheet, write the "third declension" song from *Latina Ursorum*.

Quiz on Wheelock 1-8

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) name b) new

c) vincō _____ _____ _____ = _____

II. **Identify** AND **translate** the following forms:

we shall draw

agam

discitis

III. Translate into rousing English, and for the underlined words, give a) form; b) syntax:

1) Quārē soror mea <u>uxōrī</u> tuae litterās scrībit?

uxōrī: a)

b)

2) Poētae novī carmina dē cīvitātis <u>virtūte</u> nōn scrībent.

virtūte: a)

b)

IV. Translate into rhapsodic Latin.

The good women were thanking (their) brothers.

Quiz on Wheelock 1-9

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) any b) too much

c) trahō _____ _____ _____ = _____

II. Translate into strenuous English, and for the underlined word, give a) form; b) syntax:

1) <u>Illud</u> dē vitiīs istīus rēgīnae nunc scrībam, et ista poenās dabit.

Illud: a)

b)

2) Illī enim hīs alterās litterās dēmōnstrant.

III. Translate into pulchritudinous Latin.

Neither woman was able to learn either man's whole name.

IV. **Extra Credit**. On the back of this sheet, write the "hic haec hoc" song AND the "genitives in –īus" song from *Latina Ursorum*.

Quiz on Wheelock 1-10

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) since b) way

c) faciō _____ _____ _____ = _____

II. **Identify AND translate** the following forms:

we were fleeing:

audītis:

III. Translate into serendipitous English, and for the underlined word, give a) form; b) syntax:

1) Ille magnam virtūtem labōris et <u>studiī</u> docēre saepe audet.

studiī: a)

b)

2) Amīcitia sine timōre vēritātis semper vivet.

IV. Translate into magnanimous Latin.

Those women are fleeing, but these men will find others.

Quiz on Wheelock 1-11

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) well b) however

c) sentiō _____ _____ _____ = _____

II. Translate into sparkling English, and for the underlined words, give a) form; b) syntax:

1 Dūc mē ad <u>eius</u> discipulam, amābō tē.

eius: a)

b)

2) Propter amōrem meī mittet litterās ad <u>eum</u> cōnsulem.

eum: a)

b)

III. Translate into prancing Latin.

They are saying the same thing about you and his girlfriend.

Quiz on Wheelock 1-12

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) beginning b) diū

c) _____ _____ cecidī _____ = _____

II. Change the following phrase as requested.

ea vēritās bona -> dat sg

III. Identify AND translate:

y'all have seized

we had lived

fueris

IV. Translate into coruscating English, and for the underlined word, give a) form; b) syntax.

Dūc mē ad <u>eam</u> discipulam, amābō tē.

eam: a)

b)

V. Translate into magisterial Latin.

The same man sent their letter.

Quiz on Wheelock 1-13

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) through b) before

c) stō _____ _____ _____ = _____

II. Translate into serried English, and for the underlined words, give a) form; b) syntax:

1 Ipsī nihil per sē sine eō facere potuērunt.

Ipsī: a)

b)

2) Puellae ipsae sē cum eā iūnxerant, nōn mēcum.

sē: a)

b)

III. Translate into edifying Latin.

Each learned man nourishes his own wisdom and theirs.

Quiz on Wheelock 1-14

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) across b) cloud

c) _____ _____ cucurrī _____ = _____

II. Change the following phrase as requested.

iste cīvis pulcher -> gen pl

III. Translate into harmonious English, and for the underlined words, give a) form; b) syntax.

<u>Ipsī</u> per <u>sē</u> sine eō nihil facere potuērunt.

Ipsī: a)

b)

sē: a)

b)

IV. Translate into uncompromising Latin.

They had held the city by force, but the seas were free.

Quiz on Wheelock 1-15

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) twenty-one b) fifth

c) iaciō _____ _____ _____ = _____

II. Translate into serviceable English, and for the underlined words, give a) form; b) syntax:

1 Septem <u>hōrīs</u> ad eam urbem vēnimus.

hōrīs: a)

b)

2) Multum <u>malī</u> nōnus cīvis timuit.

malī: a)

b)

III. Translate into liberating Latin.

He will send five thousand men across Italy in the eighth year.

Quiz on Wheelock 1-16

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) five b) nine

c) _____ iacere _____ _____ = _____

II. **Identify AND translate** the following forms:

mīserō:

poterō:

III. Translate into good English, and for the underlined word, give a) form; b) syntax:

1) Studium <u>omnium</u> fīlium meum cōnservāverat.

omnium: a)

b)

2) Potēns rēgīna, quoniam sē dīlēxit, istōs trēs vītāvit et sē cum eīs numquam iūnxit.

IV. Translate into nice Latin.

The sixth king sent seven of the old men across fourteen difficult seas.

Quiz on Wheelock 1-17

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) quickly b) also

c) dēleō _____ _____ _____ = _____

II. Translate into stupendous English, and for the underlined word, give a) form; b) syntax:

1) Nōn sōlum fortūna ipsa est caeca sed etiam eōs caecōs facit <u>quōs</u> semper adiuvat.

quōs: a)

b)

2) Discipulī enim dē quōrum magistrā bona dīxistī sunt beātī.

III. Translate into precious Latin.

The seventeen soldiers to whom you are giving money will conquer the city.

IV. **Extra Credit**. On the back of this sheet, write the "quī quae quod" song from *Latina Ursorum*.

Quiz on Wheelock 1-18

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) why b) quickly

c) _____ incipere _____ _____ = _____

II. **Identify AND translate** the following forms:

aluerāmus:

dīligent:

III. Translate into melodious English, and for the underlined word, give a) form; b) syntax:

Nōn sōlum fortūna ipsa est caeca sed etiam eōs caecōs facit <u>quōs</u> semper adiuvat.

quōs: a)

b)

IV. Translate the following into perspicacious Latin:

He praises the book.

V. CHANGE the sentence above to the PASSIVE VOICE

1) In English:

2) In Latin:

VI. **Extra credit**. On the back of this sheet, write the songs for the relative pronoun and the passive endings from *LU*.

Quiz on Wheelock 1-19

I. **Identify AND translate** the following forms:

mōtus erit:

it has been read:

we had been warned:

II. Translate into diaphanous English, and for the underlined word, give a) form; b) syntax:

1) <u>Quae</u> studia gravia tē semper dēlectant, aut quae nunc dēsīderās?

Quae: a)

b)

III. Translate into stunning Latin:

The swift boy was seen by the powerful king.

IV. Change the above sentence to the active voice

1) In English:

2) In Latin:

Quiz on Wheelock 1-20

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) left-hand b) knee

c) _____ discēdere _____ _____ = _____

II. **Identify AND translate** the following forms:

dēfēnsa erat:

they were freed:

III. Translate into shimmering English, and for the underlined word, give a) form; b) syntax:

1) Ā <u>quā</u> fēminā versūs gravēs lēctī erunt?

quā: a)

b)

2) Vēritās nōs metū gravī līberābit quō diū territī sumus.

IV. Translate into perspicuous Latin.

Whose small hands lacked feeling?

V. **Extra Credit**. On the back of this sheet, write the "fourth declension" song from *LU*.

Quiz on Wheelock 1-21

I. **Identify AND translate** the following forms:

she was ordered:

they are touched:

you will be left behind:

II. Translate into frugiferous English, and for the underlined word, give a) form; b) syntax:

1) Quis tum iussus erat Graeciam <u>metū</u> līberāre, familiās dēfendere, atque hostēs ā patriā prohibēre?

metū: a)

b)

III. Translate into pungent Latin:

That hand will seize the senate.

IV. Change the above sentence to the passive voice

1) In English:

2) In Latin:

Quiz on Wheelock 1-22

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) fire b) prōtinus

c) _____ tollere _____ _____ = _____

II. **Identify AND translate** the following forms:

they will be touched:

you (sg.) are seized:

III. Translate into iridescent English, and for the underlined words, give a) form; b) syntax:

1) Quīnque diēbus in suam urbem magnā <u>laude</u> ā Caesare dūcentur.

laude: a)

b)

2) Quis iussit illam rem pūblicam servitūte līberārī?

IV. Translate into precocious Latin.

By whom have their hopes of safety been raised?

V. **Extra Credit**. On the back of this sheet, write the "fifth declension" song from *LU*.

Quiz on Wheelock 1-23

I. **Identify AND translate** the following forms:

we feel:

committēris:

regiminī:

II. Translate into resplendent English, and for the underlined words, give a) form; b) syntax:

1) Illam gentem Latīnam <u>oppressūrī</u> et dīvitiās raptūrī, omnēs virōs magnae probitātis premere ac dēlēre prōtinus coepērunt.

oppressūrī: a)

b)

2) Manūs pecūniam <u>habentium</u> saepe habent quoque aliquid vitiī.

habentium: a)

b)

III. Translate into fashionable Latin:

We gave the captured city a good leader.

Quiz on Wheelock 1-24

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) comfort b) shore

c) premō _____ _____ _____ = _____

II. Translate into strong English, and for the underlined words, give a) form; b) syntax:

1) Populō metū <u>oppressō</u>, iste imperātor nōbīs ex urbe pellendus est.

oppressō: a)

b)

2) Ōrātor animōs <u>audientium</u> tangit.

audientium: a)

b)

III. Translate the following sentence into pleasant Latin USING AN ABLATIVE ABSOLUTE AND A PASSIVE PERIPHRASTIC:

Since the slaves are fixin' to capture the city, the citizens must seek a general.

Quiz on Wheelock 1-25

I. **Identify AND translate** the following:

quaesītae sunt:

they will laugh:

II. Translate into super English, and for the underlined words, give a) form; b) syntax:

1) Ōrātor, signō ā sacerdōte <u>datō</u>, eō diē revēnit et nunc tōtus populus Latīnus gaudet.

datō: a)

b)

2) Negāvērunt puellās eam <u>doctūrās esse</u>.

doctūrās esse: a)

b)

III. Translate into perfect Latin, USING A PASSIVE PERIPHRASTIC AND AN ABLATIVE ABSOLUTE:

This letter must be written by the queen, since the king has been expelled by the citizens.

Quiz on Wheelock 1-26

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) ugly b) table

c) _____ _____ _____ _____ = to undertake

II. **Produce** the following forms:

comparative of **trīstis** in abl sg f:

superlative of **sapiēns** in nom pl m:

III. Translate into striking English, and for the underlined word, give a) form; b) syntax:

1) Quīdam negant istum librum <u>pudīcissimīs</u> legendum esse.

pudīcissimīs: a)

b)

2) Adulēscēns spērat sē diū vīctūrum esse; senex potest dīcere sē diū vīxisse.

IV. Translate into impeccable Latin.

We saw that the rather proud girl had not helped the very sad one.

Quiz on Wheelock 1-27

I. Give the Latin for the following, in the case, #, and gender indicated:

better (dat sg f): _____ smallest (gen pl n): _____

easiest (acc pl f): _____ happier (acc sg n): _____

II. Translate into radiant English, and for the underlined words, give a) form; b) syntax:

1) Nam <u>illīs</u> hoc intellegendum est: prīmum omnium mē ipsum vigilāre, adesse, prōvidēre reī pūblicae; deinde magnōs animōs esse in bonīs virīs....; deōs dēnique immortālēs huic invictō populō, clārō imperiō, pulchrae urbī contrā tantam vim sceleris auxilium <u>esse datūrōs</u>.
(vigilō (1): *to be watchful*; adsum, -esse, -fuī, -futūrum: *to be present*; dēnique: *finally*; invictus, -a, -um: *invincible*; tantus, -a, -um: *so great*; auxilium, -iī, n: *aid*)

illīs: a)

b)

esse datūrōs: a)

b)

III. Translate into plenipotentiary Latin:

He said that he had sent the letter to his sister.

Quiz on Wheelock 1-28

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) grandson b) useful

c) pōnō _____ _____ _____ = _____

II. Translate into unquenchable English, and for the underlined words, give a) form; b) syntax:

1) Nepōs tuus ā mēnsa <u>discēdat</u> nē ista verba acerba audiat.

discēdat: a)

b)

2) Mihi litterae scrībendae sunt ut pecūnia ā parentibus <u>mittātur</u>.

mittātur: a)

b)

III. Translate into exquisite Latin.

They are reading this in order to understand.

Quiz on Wheelock 1-29

I. Translate into solar English, and for the underlined words, give a) form; b) syntax:

1) Nēmō quidem tam ferōx est ut nōn <u>mollīrī</u> <u>possit</u>, cultūrā <u>datā</u>.
(cultūra, ae, f: *culture*)

mollīrī: a)

b)

possit: a)

b)

datā: a)

b)

2) Surrēxit ā mēnsā nē verbum turpius <u>audīret</u>.

audīret: a)

b)

II. Translate into sensible Latin:

The wiser author was so diligent that he recommended the best women.

Quiz on Wheelock 1-30

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) vitium b) vīta

c) _____ _____ _____ minūtum = _____

II. **Identify (DO NOT TRANSLATE)** the following:

monitī essent:

laudāta sīs:

cēpistis:

III. Translate into supererogatory English, and for the underlined word, give a) form; b) syntax:

1) Poēta carmina scrībat ut sciāmus quid dē puellā <u>sēnserit</u>.

sēnserit: a)

b)

2) Cēterī quidem nesciēbant quam ācris esset mēns nātae eōrum.

IV. Translate into punctilious Latin.

She was so wise that she was able to explain why they had done it.

Quiz on Wheelock 1-31

I. Vocabulary and Principal Parts.

a) finger b) moenia

c) _____ _____ _____ occāsum = _____

II. **Identify** the following forms of ferō, ferre, tulī, lātum:

ferrent

fertur

ferēs

ferāmus

III. Translate into understated English, and for the underlined word, give a) form; b) syntax:

1) Nesciō utrum trēs coniūrātī maneant an in exsilium <u>contenderint</u>.

contenderint: a)

b)

2) Cum magistra discessisset, discipulī omnēs dolēre coepērunt.

IV. Translate into soothing Latin.

Although he praised me, nevertheless I never liked him.

Quiz on Wheelock 1-32

I. Vocabulary.

a) most wisely b) more happily

c) greatly d) bravely

II. **Identify** the following forms:

nōlint

ferrēs

ferris

nōlent

III. Translate into lovely English, and for the underlined word, give a) form; b) syntax:

1) At volumus cognōscere cūr sīc invīderit et cūr verba eius tam dura <u>fuerint</u>.

fuerint: a)

b)

2) Nōlīte rogāre cūr id ferrī nōn possit.

IV. Translate into elegant Latin.

He prefers to leave, provided that we not stay.

Quiz on Wheelock 1-33

I. Transform the following sentence as requested: "Sī magistram audiunt, discunt" ("If they listen to the teacher, they learn").

1) Future less vivid

Latin:

English:

2) Present contrafactual

Latin:

English:

II. IDENTIFY the following forms:

māvīs:

nollet:

volet:

III. TRANSLATE the following:

At volumus cognōscere cūr sīc invīderit et cūr verba eius tam dūra fuerint.

IV. **Extra Credit**. On the back of this sheet, write down the "pluperfect subjunctive" song.

Quiz on Wheelock 1-34

I. Transform the following sentence as indicated.

Sī virtūtem sequuntur, laudantur (If they follow virtue, they are praised).

1) future more vivid

English:

Latin:

2) future less vivid

English:

Latin:

3) present contrafactual:

English:

Latin:

4) past contrafactual:

English:

Latin:

II. Translate the following.

Sed sī bellō nōs diūtius premere in animō habēs, cōgitā dē antīquā fāmā nostrā.

Quiz on Wheelock 1-35

I. **Identify AND translate** the following:

morere:

ūsī estis:

II. Translate into stratospheric English, and for the underlined words, give a) form; b) syntax:

1) Custōdiae sī cum duce nostrō līberē <u>loquantur</u> et huic tyrannum trādere cōnentur, sine perīculō ex moeniīs urbis prōtinus ēgredī possint.

loquantur: a)

b)

2) Magistra discipulīs placitūra eōs sibi sīc anteponēbat ut eīs servīre <u>viderētur</u>.

viderētur: a)

b)

III. Translate into pearly Latin:

Although they obeyed their king, they did not forgive him.

Quiz on Wheelock 1-36

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) perhaps b) daily

c) cōgō _____ _____ _____ = _____

II. **Identify** the following forms:

fierēs:

secūta essent:

III. Translate into sonorous English, and for the underlined words, give a) form; b) syntax:

1) Petēbant ā nōbīs ut etiam in adversīs rēbus huic ducī <u>pārērēmus</u> et servīrēmus.

pārērēmus: a)

b)

2) Sī eum rogēs quid tibi faciendum sit, tē <u>moneat</u> ut linguae Latīnae dīligentius studeās ut sapientior fīās.

moneat: a)

b)

IV. Translate into pristine Latin.

He begged him not to harm the slaves.

Quiz on Wheelock 1-37

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) at home b) on the ground

c) pereō _____ _____ _____ = _____

II. **Identify** the following forms:

exeās:

aditūrās:

III. Translate into charming English, and for the underlined word, give a) form; b) syntax:

1) At nōs, ipsī multa mala passī, cōnātī sumus eīs īrātīs persuādēre ut servōs vinculīs līberārent et nē cui nocērent.

2) Haec <u>locūtī,</u> hortentur eum nē domō abeat.

locūtī: a)

b)

IV. Translate into classic Latin.

Provided that this be done, he will beg them to remain at Rome for three hours.

Quiz on Wheelock 1-38

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) toward b) foot

c) suspendō _____ _____ _____ = _____

II. **Identify** the following forms:

peream:

obitūrus:

III. Translate into endearing English, and for the underlined words, give a) form; b) syntax:

1) At nōs, ipsī multa mala passī, cōnātī sumus eīs īrātīs persuādēre ut servōs vinculīs <u>līberērent</u> et nē cui nocērent.

līberērent: a)

b)

2) Quis est tibi quī eam rogāre <u>nōlit</u> quid tam bella rūrī tantōs annōs ēgerit?

nōlit: a)

b)

IV. Translate into companionable Latin **USING TWO SUPINES**.

There were people—amazing to see!—who would go to Rome to hear those women.

Quiz on Wheelock 1-39

I. **TRANSLATE** the following and perform the indicated operations.

Propter amōrem legendī librōs, exiit domō ad eōs parandōs.

1) Is "legendī" a gerund or a gerundive? _____

2) Is "parandōs" a gerund or a gerundive? _____

3) **REWRITE** the sentence changing gerund constructions to gerundive constructions and vice versa.

4) **REWRITE** the sentence using a supine.

II. Translate into catchy English, and for the underlined word, give a) form; b) syntax:

Sunt autem quī dolōrum vītandōrum causā, ut aiunt, semper levia opera faciant, labōrem contemnant, et dē officiīs <u>querantur</u>.

querantur: a)

b)

Quiz on Wheelock 1-40

I. **TRANSLATE** the following and perform the indicated operations.

Urbis servandae causā, librum scrīpsit dē gerendō rem pūblicam.

1) Is "servandae" a gerund or a gerundive? _____

2) Is "gerendō" a gerund or a gerundive? _____

3) **REWRITE** the sentence changing gerund constructions to gerundive constructions and vice versa.

II. Translate into superabundant English, and for the underlined word, give a) form; b) syntax:

1) Num vetera mala patiendō nova vītantur?

2) At postrēmum vereor, heu, ut ā virīs parvae sapientiae hoc studium vetus intellegī <u>possit</u>.

possit: a)

b)

Test on Wheelock 1-4

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) today b) always

c) _____ iuvāre _____ _____ = _____

II. **Identify AND translate** the following forms:

he frightens:

datis:

vidē:

we are:

habent:

III. **Change** the following phrases as requested:

bellus nauta -> gen sg magnus poēta -> abl sg

IV. Translate into English, and for the underlined words, give a) form; b) syntax:

1) Dēbētis, amīcī, dē <u>populō</u> Rōmānō cōgitāre.

populō: a)

b)

2) Sī <u>multam</u> pecūniam habēs, saepe nōn estis sine cūrīs.

multam: a)

b)

3) Dōna <u>bonārum</u> iuvant magnōs.

bonārum: a)

b)

4) Magnus nauta, <u>amīcus</u> meus, puerī perīculum nōn videt.

amīcus: a)

b)

V. Translate into Latin (USING SUBSTANTIVE ADJECTIVES).

The destruction of a bad woman warns good women.

VI. Translate.

O stulte puer! Malum est tuum cōnsilium. Nōn dēbēs officia deōrum dēsīderāre. Phoebus fīlium monet, sed puer magna perīcula nōn videt. Equī valent; nōn valet Phaethon. Currus sine verō magistrō errat in caelō.

Phoebus, -ī, m.: Phoebus (the sun god)
Phaethon, Phaethontis, m.: Phaethon (sun god's son)
dēsīderō (1): to desire
caelum, caelī, n.: sky
equus, -ī, m.: horse
currus, currūs, m.: chariot

VII. **Extra Credit**. On the back of this sheet, write the "active endings" song, the "first declension" song, and the "second declension" song from *LU*.

Test on Wheelock 1-6

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) tomorrow b) often

c) _____ terrēre _____ _____ = _____

II. **Identify AND translate** the following forms:

remanēbunt:

erat:

errat:

potes:

we used to call:

III. **Change** the following phrases as requested:

bellus nauta -> gen sg magnus poēta -> acc pl

IV. Translate into English, and for the underlined words, give a) form; b) syntax:

1) Propter adulēscentiam, fīliī meī, <u>mala</u> vītae nōn vidēbātis.

mala: a)

b)

2) Nōn poterant, igitur, tē dē poenā amīcōrum tuōrum herī monēre.

monēre: a)

b)

3) Semper poterimus bonārum sapientiam et vitia malōrum vidēre.

bonārum: a)

b)

4) Dēbēmusne culpāre agricolās nautāsque, sī patria nostra plēna īnsidiārum est?

agricolās: a)

b)

V. Translate into Latin (USING A SUBSTANTIVE ADJECTIVE).

The words of great books will be able to save free men.

VI. **Extra Credit**. On the back of this sheet, write the "active endings" song, the "first declension" song, and the "second declension" song from *LU*.

Test on Wheelock 1-10

I. Vocabulary and (give English or Latin, as appropriate) and principal parts.

a) true b) way

c) _____ capere _____ _____ = _____

II. **Change** the following forms as requested.

ille puer sōlus -> gen sg:

haec vēritās magna -> acc pl:

istud tempus tōtum -> dat sg:

III. **Identify AND translate** the following forms:

we shall hear:

they were seizing:

they find:

dūcēs:

IV. Translate into Latin.

Many men in this state will dare to do good things.

V. Translate into English, and for the underlined words, give a) form; b) syntax:

1. Vēritātem dīcere poterit <u>neutra</u> sine amīcitiā illīus bonī.

neutra: a)

b)

2. Fortūna multīs dat nimis, satis <u>nūllī</u>.

nūllī: a)

b)

3. Propter <u>huius</u> īnsidiās magnō in timōre vīvet tōta cīvitās.

huius: a)

b)

4) Nōn sōlum ēventus <u>hoc</u> docet—iste est magister stultōrum!—sed etiam ratiō.
(ēventus (nom sg m), *outcome*)

hoc: a)

b)

Test on Wheelock 1-11

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) however b) also

c) _____ sentīre _____ _____ = _____

II. **Identify AND translate** the following forms:

he will flee:

venīs:

y'all used to hear:

they will live:

they make:

III. **Change** the following phrases as requested:

haec vēritās magna -> gen sg is amor sōlus -> dat sg

IV. Translate into English, and for the underlined words, give a) form; b) syntax:

1) Nōn omnēs <u>eadem</u> amant aut eāsdem cupiditātēs studiaque habent.
(omnēs (nom pl m), *all people*)

eadem: a)

b)

2) Nōbīscum remanēre nōn potes; nōn tē, nōn istōs, nōn cōnsilia vestra tolerābō!

istōs: a)

b)

3) Tūne istās litterās ad huius sorōrēs mittis?

huius: a)

b)

4) Illī dūcent tē et tuōs ad eum amīcum, nōn eius.

eum: a)

b)

V. Translate into Latin.

Many people understand this, but few will write it well.

VI. Translate.

Dum somnus Polyphēmum superat, Graecī īnsidiās faciunt. Tignum in flammā acuunt et in oculum istīus mittunt. Ō miser Polyphēme! Tibi nōn bene est. Aliī Cyclōpēs veniunt, sed vērum perīculum nōn sentiunt: "Nēmō mē necat!" Polyphemus exclamat. "Bene!" iī dīcunt.

somnus, ī, m.: sleep
Polyphēmus, ī, m.: Polyphemus, name of a Cyclops
tignum, -ī, n.: log, stick, trunk of a tree
flamma, -ae, f.: flame
acuō, acuere, acuī, acūtus: to sharpen
miser, misera, miserum: unfortunate, wretched
bene est: it goes well, things go well (for someone)

VII. **Extra Credit**. On the back of this sheet, write the "genitives in –īus" song from *LU*.

Test on Wheelock 1-12

I. Vocabulary (give English or Latin, as appropriate) and principal parts.

a) recently b) too much

c) _____ cadere _____ _____ = _____

II. **Identify AND translate** the following forms:

I was warning:

ēgerit:

cēperātis:

fuistī:

he will live:

III. **Change** the following phrases as requested:

hic timor sōlus -> gen sg

ea virtūs magna -> dat sg

illud corpus tōtum -> abl pl

IV. Translate into English, and for the underlined word, give a) form; b) syntax:

1) Post labōrem <u>eius</u> grātiās magnās eī agēmus.

eius: a)

b)

2) Eundem timōrem in istō cōnsule sēnsimus.

istō: a)

b)

3) Vīdistisne eius virtūtem in eā cīvitāte prō eīs?

eīs: a)

b)

4) Amābāmus nōn sōlum sapientiam illōrum sed etiam patientiam.

illōrum: a)

b)

V. Translate into Latin.

He had sent this man to that woman without their books.

VI. **Extra Credit**. On the back of this sheet, write the first two lines of the synopsis songs for agō (3 sg) and moneō (1 sg).

Test on Wheelock 1-17

I. **Identify AND translate** the following forms:

intellegēs:

terruerat:

vīcerit:

cucurristī:

trahitis:

mittam:

II. **Change** the following phrases as requested:

id tempus bonum -> dat sg

quī vir sōlus -> gen sg

III. Translate into English, and for the underlined word, give a) form; b) syntax:

1) Salvē, bone amīce, <u>cui</u> fīlium meum herī commīsī.

cui: a)

b)

2) Adulēscentēs nimis dēsīderant; senēs satis amōris saepe habent et multum sapientiae.

amōris: a)

b)

3) Cīvēs eum nōn dīlēxērunt quī cīvitātem eōdem annō vī dēlēre coepit.

annō: a)

b)

4) Nōnā hōrā tria mīlia fēminārum, quās ipse vidēbis, sē ad terram iacient.

sē: a)

b)

IV. Translate into Latin.

We shall praise the boys whose fathers are giving us five of the books.

V. **Extra Credit**. On the back of this sheet, write the "quī quae quod" song from *LU*.

Test on Wheelock 1-18

I. **Identify** AND **translate** the following. **(GIVE PRINCIPAL PARTS!)**

they are taught

they have read

cupiēs

scrīpserit

mīserās

vocāberis

y'all used to be moved

I shall learn

we are helped

II. Translate into Latin.

The king is being warned by the brave citizens.

III. Change the above sentence to the active voice

in English:

in Latin:

IV. Translate the following into English, and for the underlined words, give a) form; b) syntax.

1. Fortūna eum stultum facit <u>quem</u> nimium amat.

quem: a)

b)

2. Mentēs nostrae memoriā potentī illōrum duōrum factōrum cito moventur.

3. Ipsī litterās suās ad <u>eam</u> sorōrem tribus hōrīs mittent.

eam: a)

b)

4. Hōc tempore poēta nihil sibi dēsīderat, sed multum pecūniae dare cupit eī ā quā amātur.

V. Translate into English.

Dēbētis autem dē hīs perīculīs monērī: I. Quoniam Pēleus mortālis est, animus eius terrēbitur sī nimis potentēs vidēbimur. II. Quī audet sine dōnō venīre, ā mē castīgābitur. Legite genera dōnōrum quae laudābuntur ab omnibus quī ea vidēbunt.

Pēleus, eī, m.: *Peleus, legendary king of Thessaly*
castīgō (1): *to punish, chastise*

Test on Wheelock 1-22

I. **Identify AND translate** the following forms:

committēris:

continēris:

discēdam:

iacī:

fluunt:

incēpistis:

dēlēta sum:

II. **Change** the following phrases as requested:

is frūctus bonus -> gen sg

haec rēs magna -> abl pl

illud corpus forte -> abl sg

III. Translate into English, and for the underlined words, give a) form; b) syntax:

1) At rēs gravēs neque vī neque <u>spē</u> geruntur sed cōnsiliō.

spē: a)

b)

2) Quī fīnis metūs atque servitūtis in eā cīvitāte nunc potest vidērī?

vidērī: a)

b)

3) Coeperant rēgem, quī ā nūllō cīve dīlēctus erat, ex urbe ēicere.

quī: a)

b)

4) Nunc aleris frūctū dulcī, sed duōbus annīs ēreptus eris ē manibus bonōrum.

annīs: a)

b)

IV. Translate into Latin.

We are defending him.

V. Change the following to the passive voice

In English:

In Latin:

Test on Wheelock 1-30

I. Identify (**DO NOT TRANSLATE**) the following:

monitī essent:

comprehēnsa sīs:

audīrentur:

II. Translate into English, and for the underlined words, give a) form; b) syntax:

1) Ita dūrus erat ut beneficia uxōris comprehendere nōn <u>posset</u>.

posset: a)

b)

2) Illī adulēscentēs sapientiae dēnique <u>cēdant</u> ut fēlīciōrēs hīs sint.

cēdant: a)

b)

3) Adulēscēns spērat sē diū <u>vīctūrum esse</u>; senex potest dīcere sē diū vīxisse.

vīctūrum esse: a)

b)

4) Dīcit epistulam scrībendam esse, pecūniā ā cīvibus <u>datā</u>.

datā: a)

b)

IV. Translate the following into Latin:

1) They thought that the girl had warned him.

2) He said why the letter was being written.

Test on Wheelock 1-31

I. Translate into English, and for the underlined words, give a) form; b) syntax:

1) Nunc vidētis quantum scelus contrā rem pūblicam et lēgēs nostrās vōbīs prōnūntiātum sit.

prōnūntiātum sit: a)

b)

2) Cum hī decem virī ex moenibus semel discessissent, alia occāsiō pācis numquam oblāta est.

discessissent: a)

b)

3) Istī autem rogant tantum quid habeās, nōn cūr et unde.

habeās: a)

b)

II. Translate the following into Latin:

The students were reading the book so that the teacher might be happy.

III. Change the sentence above to PRIMARY sequence

In English:

In Latin:

IV. Translate the following into Latin:

The women are so strong that the city is not being conquered.

V. Change the sentence above to SECONDARY sequence

In English:

In Latin:

Test on Wheelock 1-34

I. Translate into English, and for the underlined words, give a) form; b) syntax:

1. Sī mēcum diūtius locūtus essēs, tē in perīculum stultē proficīscī nōn passa essem.

passa essem: a)

b)

2. Sī quis rogābit quid nunc discās, refer tē artem nōn mediocrem sed ūtilissimam ac difficillimam discere.

discās: a)

b)

3. Cum pauper sit, tamen tam beātus sibi vidētur ut sē vītam quam optimam agere arbitrētur.

arbitrētur: a)

b)

II. Translate into Latin:

If rich men were always happier than poor men, no one would be teaching the Latin language.

III. Translate into English.

Omnēs hominēs quī cupiunt praestāre cēterīs animālibus summā ope nītī dēbent, nē vītam silentiō trānseant velutī pecora, quae nātūra fīnxit prōna atque ventrī oboedientia. Sed nostra omnis vīs in animō et corpore sita est; animī imperiō, corporis servitiō ūtimur.

praestō: takes dative object here
ops, opis, f.: power, might
nītor, nītī, nīsus sum: to strive, make an effort
trānseō, -īre, iī, -itus: to pass through
velutī (adverb): just as, just like
pecus, -oris, n.: cattle, herd
fingō, -ere, fīnxī, fictus: to form, fashion, make
prōnus, -a, -um: bent forward (i.e. not erect)
venter, -tris, m.: stomach, belly
oboediēns, entis: obedient (+ dative)
situs, -a, -um: situated, placed, located
servitium, iī, n: service, servitude

Test on Wheelock 1-36

I. Translate into English, and for the underlined words, give a) form; b) syntax:

1) Rogāmus tē ut honōre et opibus sapientius <u>ūtāris</u> et hōs quīnque amīcōs semper foveās.

ūtāris: a)

b)

2) Dīc nunc cūr <u>velīs</u> tē ad istam dīvitem et candidam cōnferre. Vērē ac līberē loquere; nōlī recūsāre!

velīs: a)

b)

II. For the following sentences, **translate** AND **perform the requested operations**.

1) Sī cum amīcīs loquātur, eīs ignōscat.

change this sentence to **past contrafactual**

in Latin:

in English:

2) Hortābar eum nē tyrannō servīret.

Change the **main verb to future** and **modify the subordinate clause accordingly**:

in Latin:

in English:

3) Tam stultī sunt ut pecūniam amīcīs antepōnant.

Change the **main verb to imperfect** and **modify the subordinate clause accordingly**:

in Latin:

in English:

Test on Wheelock 1-38

I. Translate into English, and for the underlined words, give a) form; b) syntax:

1) Nōn est passus Agamemnōn mē diūtius ōrāre: "Ego magistrōs fateor in hīs exercātiōnibus peccāre, sed dēbēmus eīs ignōscere. Nam nisi <u>dīxerint</u> ea quae adulēscentibus placent, ut ait Cicerō, 'sōlī in scholīs relinquentur.'"

dīxerint: a)

b)

2) Dīcit patrem ab urbe <u>abīsse</u> sed frātrem esse domī.

abīsse: a)

b)

3) Alicui rogantī melius quam <u>iubentī</u> pārēmus.

iubentī: a)

b)

II. Translate the following into Latin:

He is urging me not to read the book.

III. Change the sentence above to SECONDARY sequence

In English:

In Latin:

IV. Translate the following into Latin:

There used to be people who would give everything for their country.

V. Change the sentence above to PRIMARY sequence

In English:

In Latin:

Test on Wheelock 1-40

I. Translate into English, and for the underlined words, give a) form; b) syntax:

1) At postrēmum vereor, heu, ut ā virīs parvae sapientiae hoc studium vetus intellegī possit.

intellegī: a)

b)

2) Quārē, quid est quod tibi iam in hāc urbe placēre possit, in quā nēmō est quī tē nōn metuat?

metuat: a)

b)

3) Quattuor causās reperiō cūr senectūs misera videātur. Videāmus quam iūsta quaeque eārum sit.

videātur: a)

b)

II. For the following sentences, **translate** AND **perform the requested operations**.

1) Sī dē glōriā cōgitārent, cupidī bellōrum gerendōrum essent.

Is "gerendōrum" a gerund or a gerundive? _____

IN LATIN, change the phrase "cupidī bellōrum gerendōrum to the other kind (i.e., gerund -> gerundive OR gerundive -> gerund):

What kind of conditional is the sentence above? _____

Change the sentence to a **future more vivid**

in English:

in Latin:

2) Translate the sentence "They went to see friends" into Latin using

a supine:

a gerund:

a gerundive:

an ut clause:

Quiz on Wheelock 1: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) often [saepe]

b) nothing [nihil]

c) dō [dare dedī datum = to give]

II. **Identify AND translate** the following forms:

he loves: [3 sg pres ind act of amō, amāre, amāvī, amātum; amat]

vident: [3 pl pres ind act of videō, vidēre, vīdī, vīsum; they see]

servātis: [2 pl pres ind act of servō, servāre, servāvī, servātum; y'all save]

monēte: [2 pl pres ipv act of moneō, monēre, monuī, monitum; warn!]

III. Translate into stirring English.

1) Quid dēbēmus cōgitāre?

[What should we think?]

2) Sī mē amās, mē saepe laudā!

[If you love me, praise me often!]

IV. Translate into pleasing Latin.

They should warn me if I make a mistake.

[Dēbent mē monēre sī errō.]

V. Extra Credit. On the back of this sheet, write the "active endings" song from *Latina Ursorum*.

Quiz on Wheelock 1-2: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) penalty [poena, -ae, f.] b) patria [fatherland]

c) [moneō] monēre [monuī monitum] = [to warn]

II. **Identify AND translate** the following forms:

we see: [1 pl pres ind act of videō, vidēre, vīdī, vīsum; vidēmus]

vocāte: [2 pl pres ipv act of vocō, vocāre, vocāvī, vocātum; call!]

III. **Produce** the following forms:

gen pl of rosa, -ae, f.: [rosārum] abl sg of nauta, -ae, m.: [nautā]

IV. Translate into sterling English, and for the underlined word, give a) form; b) syntax:

1) Puellārum <u>rosam</u> poētīs nauta dat.

[The sailor gives the rose of the girls (or: the girls' rose) to the poets.]

rosam: a) [acc sg of rosa, -ae, f.]

b) [d.o. of dat]

2) Mē philosophiae dō.

[I give myself to philosophy.]

V. Translate into pretty Latin.

The sailor's great fame preserves the gate.

[Nautae fāma magna portam (cōn)servat.]

Quiz on Wheelock 1-3: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) always [semper] b) today [hodiē]

c) habeō [habēre habuī habitum] = [to have]

II. **Identify AND translate** the following forms:

vocāmus: [1 pl pres ind act of vocō (1); we call]

dā: [2 sg pres ipv act of dō, dare, dedī, datum; give!]

III. Translate into succulent English, and for the underlined word, give a) form; b) syntax:

1) Sapientiam <u>amīcārum</u>, Ō fīlia mea, semper laudat.

[He always praises the wisdom of girlfriends, O my daughter.]

amīcārum: a) [gen pl of amīca, ae, f.]

b) [depends on Sapientiam]

2) Avārī virī puellās bellās in agrīs vident.

[Greedy men see the beautiful girls in the fields.]

IV. Translate into pure Latin.

The good poets ought to save many farmers.

[Bonī poētae multōs agricolās (cōn)servāre dēbent.]

V. **Extra Credit**. On the back of this sheet, write the "first declension" and "second declension" songs from *Latina Ursorum*.

Quiz on Wheelock 1-4: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) leisure [ōtium, -iī, n.] b) delay [mora,-ae, f.]

c) [iuvō] iuvāre [iūvī iūtum] = [to help]

II. **Identify AND translate** the following forms:

habētis: [2 pl pres ind act of habeō, habēre, habuī, habitum; y'all have]

we are: [1 pl pres ind (act) of sum, esse, fuī, futūrum; sumus]

III. Change the following phrases as requested:

1) magnus nauta -> gen sg [magnī nautae]

2) vērus poēta -> acc pl [vērōs poētās]

IV. Translate into scintillating English, and for the underlined word, give a) form; b) syntax:

1) Malī, mī amīce, dē exitiō <u>bonārum</u> cōgitant.

[Evil men, my friend, are thinking about the destruction of good women.]

bonārum: a) [gen pl f of bonus, -a, -um]

b) [substantive adj, depends on exitiō]

2) Sapientiam puellārum, fīlia mea, semper laudat.

[He always praises the wisdom of girls, my daughter.]

V. Translate into exquisite Latin.

The poet's sons are giving the good teachers many gifts.

[Fīliī poētae bonīs magistrīs multa dōna dant.]

Quiz on Wheelock 1-5: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) tomorrow [crās]

b) yesterday [herī]

c) remaneō [remanēre remānsī remānsum = to remain]

II. **Identify AND translate** the following forms:

we shall have: [1 pl fut ind act of habeō, habēre, habuī, habitum; habēbimus]

iuvābās: [2 sg impf ind act of iuvō, iuvāre, iūvī, iūtum; you were helping/used to help]

III. Translate into soaring English, and for the underlined word, give a) form; b) syntax:

1) Propter adulēscentiam, fīliī meī, <u>mala</u> vītae nōn vidēbātis.

[Because of youth, my sons, y'all did not use to see the evils of life.]

mala: a) [acc pl n of malus, -a, -um]

b) [substantive adj; d.o. of vidēbātis]

2) Superābitisne malōs sī bonōs culpābitis?

[Will y'all overcome evil men if y'all will blame good men?]

IV. Translate into purling Latin.

He did not use to love the words of beautiful women.

[Verba pulchrārum nōn amābat.]

Quiz on Wheelock 1-6: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) full [plēnus, -a, -um] b) vīta [life]

c) remaneō [remanēre remānsī remānsum = to remain]

II. **Identify** AND **translate** the following forms:

we are able [1 pl pres ind (act) of possum, posse, potuī; possumus]

erās [2 sg impf ind act of sum, esse, fuī, futūrum; you were]

errātis [2 pl pres ind act of errō (1); y'all are wrong]

III. Translate into inspiring English, and for the underlined words, give a) form; b) syntax:

1) Discipulaene vitia <u>avārōrum</u> vidēre poterant?

[Were the (female) students able to see the vices of greedy men?]

avārōrum: a) [gen pl m of avārus, -a, -um]

b) [substantive adj, depends on vitia]

2) Nōn poterant, igitur, tē dē poenā amīcōrum tuōrum herī <u>monēre</u>.

[Therefore, they were not able to warn you about the punishment of your friends yesterday.]

monēre: a) [pres inf act of moneō, monēre, monuī, monitum]

b) [complementary inf with poterant]

IV. Translate into splendid Latin.
Free men will be able to see our beautiful book tomorrow.

[Līberī nostrum pulchrum librum crās vidēre poterunt.]

Quiz on Wheelock 1-7: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) after [post] b) under [sub]

c) [audeō audēre ausus sum] = to dare

II. Translate into stringent English, and for the underlined word, give a) form; b) syntax:

1) Rēx et rēgīna igitur crās nōn audēbunt ibi <u>remanēre</u>.

[Therefore, tomorrow the king and queen will not dare to remain there.]

remanēre: a) [pres inf act of remaneō, remanēre, remānsī, remānsum]

b) [complementary inf with audēbunt]

2) Mōrēs bonōs hominum semper amābat cīvitās.

[The state always used to love the good character of men/people.]

III. Translate into precise Latin.

He will give a new name to his wife on account of (his) great love.

[Nōmen novum uxōrī propter magnum amōrem dabit.]

IV. **Extra Credit**. On the back of this sheet, write the "third declension" song from *Latina Ursorum*.

Quiz on Wheelock 1-8: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) name [nōmen, nōminis, n.] b) new [novus, -a, -um]

c) vincō [vincere vīcī victum = to conquer]

II. **Identify** AND **translate** the following forms:

we shall draw [1 pl fut ind act of trahō, trahere, trāxī, tractum; trahēmus]

agam [1 sg fut ind act of agō, agere, ēgī, āctum; I shall do]

discitis [2 pl pres ind act of discō, discere, didicī; y'all learn]

III. Translate into rousing English, and for the underlined words, give a) form; b) syntax:

1) Quārē soror mea <u>uxōrī</u> tuae litterās scrībit?

[Why is my sister writing a letter to your wife?]

uxōrī: a) [dat sg of uxor, uxōris, f.]

b) [i.o. of scrībit]

2) Poētae novī carmina dē cīvitātis <u>virtūte</u> nōn scrībent.

[The new poets will not write poems about the virtue of the state.]

virtūte: a) [abl sg of virtūs, virtūtis, f.]

b) [obj of preposition dē]

IV. Translate into rhapsodic Latin.

The good women were thanking (their) brothers.

[Bonae grātiās frātribus agēbant.]

Quiz on Wheelock 1-9: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) any [ūllus, -a, -um]

b) too much [nimis/nimium]

c) trahō [trahere trāxī tractum = to draw]

II. Translate into strenuous English, and for the underlined word, give a) form; b) syntax:

1) <u>Illud</u> dē vitiīs istīus rēgīnae nunc scrībam, et ista poenās dabit.

[I shall now write that about the vices of THAT queen, and THAT woman (= SHE) will pay the penalty.]

Illud: a) [acc sg n of ille, -a, -ud (demonstrative pron)]

b) [d.o. of scrībam]

2) Illī enim hīs alterās litterās dēmōnstrant.

[For those men are showing these men the other letter.]

III. Translate into pulchritudinous Latin.

Neither woman was able to learn either man's whole name.

[Neutra tōtum nōmen utrīus discere poterat.]

IV. **Extra Credit**. On the back of this sheet, write the "hic haec hoc" song AND the "genitives in –īus" song from *Latina Ursorum*.

Quiz on Wheelock 1-10: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) since [quoniam]

b) way [via, ae, f.]

c) faciō [facere fēcī factum = to do]

II. **Identify AND translate** the following forms:

we were fleeing: [1 pl impf ind act of fugiō, fugere, fūgī, fugitūrum; fugiēbāmus]

audītis: [2 pl pres ind act of audiō, audīre, audīvī, audītum; y'all hear]

III. Translate into serendipitous English, and for the underlined word, give a) form; b) syntax:

1) Ille magnam virtūtem labōris et <u>studiī</u> docēre saepe audet.

[That man often dares to teach the great virtue of labor and study.]

studiī: a) [gen sg of studium, studiī, n.]

b) [depends of virtūtem]

2) Amīcitia sine timōre vēritātis semper vivet.

[Friendship without fear of the truth will always live.]

IV. Translate into magnanimous Latin.

Those women are fleeing, but these men will find others.

[Illae fugiunt, sed hī aliās invenient.]

Quiz on Wheelock 1-11: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) well [bene] b) however [autem]

c) sentiō [sentīre sēnsī sēnsum = to feel]

II. Translate into sparkling English, and for the underlined words, give a) form; b) syntax:

1 Dūc mē ad <u>eius</u> discipulam, amābō tē.

[Lead me to his/her student, please.]

eius: a) [gen sg m/f of is, ea, id (demonstrative pron)]

b) [depends on discipulam]

2) Propter amōrem meī mittet litterās ad <u>eum</u> cōnsulem.

[On account of love for me he will send the letter to this/that consul.]

eum: a) [acc sg m of is, ea, id (demonstrative adj)]

b) [modifies cōnsulem, the object of the preposition ad]

III. Translate into prancing Latin.

They are saying the same thing about you and his girlfriend.

[Idem dīcunt dē tē et eius amīcā.]

Quiz on Wheelock 1-12: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) beginning [prīncipium, iī, n.] b) diū [for a long time]

c) [cadō cadere] cecidī [cāsūrum = to fall]

II. Change the following phrase as requested.

ea vēritās bona -> dat sg [eī vēritātī bonae]

III. Identify AND translate:

y'all have seized [2 pl pf ind act of capiō, capere, cēpī, captum; cēpistis]

we had lived [1 pl plupf ind act of vīvō, vīvere, vīxī, vīctum; vīxerāmus]

fueris [2 sg futpf ind act of sum, esse, fuī, futūrum; you will have been]

IV. Translate into coruscating Latin, and for the underlined word, give a) form; b) syntax.

Dūc mē ad <u>eam</u> discipulam, amābō tē.

[Lead me to this student, please (OR: I shall love you).]

eam: a) [acc sg f of is, ea, id (demonstrative adj)]

b) [modifies discipulam, the d.o. of Dūc]

V. Translate into magisterial Latin.

The same man sent their letter.

[Īdem eōrum litterās mīsit.]

Quiz on Wheelock 1-13: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) through [per] b) before [ante]

c) stō [stāre stetī statum = to stand]

II. Translate into serried English, and for the underlined words, give a) form; b) syntax:

1) Ipsī nihil per sē sine eō facere potuērunt.

[They themselves were able to do nothing by/through themselves without him.]

Ipsī: a) [nom pl m of ipse, -a, -um (intensive pron)]

b) [subject of potuērunt]

2) Puellae ipsae sē cum eā iūnxerant, nōn mēcum.

[The girls themselves had joined themselves with her, not with me.]

sē: a) [acc pl f of 3rd person reflexive pron]

b) [d.o. of iūnxerant]

III. Translate into edifying Latin.

Each learned man nourishes his own wisdom and theirs.

[Quisque doctus suam sapientiam et eōrum alit.]

Quiz on Wheelock 1-14: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) across [trāns]

b) cloud [nūbēs, nūbis, f.]

c) [currō currere] cucurrī [cursum = to run]

II. Change the following phrase as requested.

iste cīvis pulcher -> gen pl [istōrum cīvium puchrōrum]

III. Translate into harmonious English, and for the underlined words, give a) form; b) syntax.

<u>Ipsī</u> per <u>sē</u> sine eō nihil facere potuērunt.

[They themselves were able to do nothing by themselves (i.e., through their own efforts) without him.]

Ipsī: a) [nom pl m of ipse, ipsa, ipsum (intensive pron)]

b) [subject of potuērunt]

sē: a) [acc pl m reflexive pron]

b) [obj of the preposition per]

IV. Translate into uncompromising Latin.

They had held the city by force, but the seas were free.

[Urbem vī tenuerant, sed maria erant lībera.]

Quiz on Wheelock 1-15: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) twenty-one [vīginti ūnus/ūnus et vīgintī] b) fifth [quintus, -a, -um]

c) iaciō [iacere iēcī iactum = to throw]

II. Translate into serviceable English, and for the underlined words, give a) form; b) syntax:

1 Septem <u>hōrīs</u> ad eam urbem vēnimus.

[In seven hours we came to this/that city.]

hōrīs: a) [abl pl of hōra, -ae, f.]

b) [abl of time within which]

2) Multum <u>malī</u> nōnus cīvis timuit.

[The ninth citizen feared much evil.]

malī: a) [gen sg n of malus, -a, -um]

b) [substantive adj; gen of the whole with Multum]

III. Translate into liberating Latin.

He will send five thousand men across Italy in the eighth year.

[Quīnque mīlia virōrum trāns Ītaliam octāvō annō mittet.]

Quiz on Wheelock 1-16: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) five [quīnque]

b) nine [novem]

c) [iaciō] iacere [iēcī iactum] = [to throw]

II. **Identify AND translate** the following forms:

mīserō: [1 sg futpf ind act of mittō, mittere, mīsī, missum; I shall have sent]

poterō: [1 sg fut ind act of possum, posse, potuī; I shall be able]

III. Translate into good English, and for the underlined word, give a) form; b) syntax:

1) Studium <u>omnium</u> fīlium meum cōnservāverat.

[The zeal of all (men) had saved my son.]

omnium: a) [gen pl m/f of omnis, omne]

b) [substantive adj, depends on Studium]

2) Potēns rēgīna, quoniam sē dīlēxit, istōs trēs vītāvit et sē cum eīs numquam iūnxit.

[The powerful queen, since she loved herself, avoided those three men and never joined herself with them.]

IV. Translate into nice Latin.

The sixth king sent seven of the old men across fourteen difficult seas.

[Sextus rēx septem ex senibus trāns quattuordecim maria difficilia mīsit.]

Quiz on Wheelock 1-17: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) quickly [cito] b) also [quoque]

c) dēleō [dēlēre dēlēvī dēlētum = to destroy]

II. Translate into stupendous English, and for the underlined word, give a) form; b) syntax:

1) Nōn sōlum fortūna ipsa est caeca sed etiam eōs caecōs facit <u>quōs</u> semper adiuvat.

[Not only is Fortune herself blind, but she also makes those blind whom she always helps.]

quōs: a) [acc pl m of quī, quae, quod (relative pron)]

b) [refers to eōs; d.o. of adiuvat]

2) Discipulī enim dē quōrum magistrā bona dīxistī sunt beātī.

[For the students about whose teacher you said good things are blessed.]

III. Translate into precious Latin.

The seventeen soldiers to whom you are giving money will conquer the city.

[Septendecim mīlitēs quibus pecūniam dās urbem vincent.]

IV. **Extra Credit**. On the back of this sheet, write the "quī quae quod" song from *Latina Ursorum*.

Quiz on Wheelock 1-18: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) why (cūr) b) quickly (cito)

c) [incipiō] incipere [incēpī inceptum = to begin]

II. **Identify AND translate** the following forms:

aluerāmus: [1 pl plupf ind act of alō, alere, aluī, altum; we had nourished]

dīligent: [3 pl fut (NOT PR!) ind act of dīligō, dīligere, dīlēxī, dīlēctum; they will love]

III. Translate into melodious English, and for the underlined word, give a) form; b) syntax:

Nōn sōlum fortūna ipsa est caeca sed etiam eōs caecōs facit <u>quōs</u> semper adiuvat.

[Not only is fortune herself blind, but she also makes blind those whom she always helps.]

quōs: a) [acc pl m of quī, quae, quod (relative pron)]
b) [refers to eōs; d.o. of adiuvat]

IV. Translate the following into perspicacious Latin:

He praises the book. [Laudat librum.]

V. CHANGE the sentence above to the PASSIVE VOICE

1) In English: [The book is praised by him.]

2) In Latin: [Liber laudātur ab eō.]

VII. Extra credit. On the back of this sheet, write the songs for the relative pronoun and the passive endings from *LU*.

Quiz on Wheelock 1-19: Answers

I. **Identify AND translate** the following forms:

mōtus erit: [3 sg futpf ind pass of moveō, movēre, mōvī, mōtum; he will have been moved]

it has been read: [3 sg pf ind pass of legō, legere, lēgī, lēctum; lēctum est]

we had been warned: [1 pl plupf ind pass of moneō, monēre, monuī, monitum; monitī erāmus]

II. Translate into diaphanous English, and for the underlined word, give a) form; b) syntax:

1) <u>Quae</u> studia gravia tē semper dēlectant, aut quae nunc dēsīderās?

[What serious pursuits always delight you, or what (pursuits) do you now desire?]

Quae: a) [nom pl n of quī, quae, quod (interrog. adj)]

b) [modifies studia, the subject of dēlectant]

III. Translate into stunning Latin:

The swift boy was seen by the powerful king.

[Puer celer ā potentī rēge vīsus est.]

IV. Change the above sentence to the active voice

1) In English: [The powerful king saw the swift boy.]

2) In Latin: [Potēns rēx puerum celerem vīdit.]

Quiz on Wheelock 1-20: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) left-hand [sinister, sinistra, sinistrum] b) knee [genū, genūs, n.]

c) [discēdō] discēdere [discessī discessum = to depart]

II. **Identify AND translate** the following forms:

dēfēnsa erat: [3 sg plupf ind pass of dēfendō, dēfendere, dēfendī, dēfēnsum; she had been defended]

they were freed: [3 pl pf ind pass of līberō (1); līberātī sunt]

III. Translate into shimmering English, and for the underlined word, give a) form; b) syntax:

1) Ā <u>quā</u> fēminā versūs gravēs lēctī erunt?

[By what woman will the serious verses have been read?]

quā: a) [abl sg f of quī, quae, quod (interrogative adj)]

b) [modifies fēminā, an ablative of personal agent]

2) Vēritās nōs metū gravī līberābit quō diū territī sumus.

[The truth will free us from the serious dread by which we have long been terrified.]

IV. Translate into perspicuous Latin.

Whose small hands lacked feeling?

[Cuius manūs parvae sēnsū caruērunt?]

Quiz on Wheelock 1-21: Answers

I. **Identify AND translate** the following forms:

she was ordered: [3 sg pf ind pass of iubeō, iubēre, iussī, iussum; iussa est]

they are touched: [3 pl pres ind pass of tangō, tangere, tetigī, tāctum; tanguntur]

you will be left behind: [2 sg fut ind pass of relinquō, relinquere, relīquī, relictum; relinquēris]

II. Translate into frugiferous English, and for the underlined word, give a) form; b) syntax:

1) Quis tum iussus erat Graeciam <u>metū</u> līberāre, familiās dēfendere, atque hostēs ā patriā prohibēre?

[Who had then been ordered to free Greece from fear, defend families, and keep the enemy from the fatherland?]

metū: a) [abl sg of metus, -ūs, m.]

b) [abl of separation]

III. Translate into pungent Latin:

That hand will seize the senate.

[Illa manus rapiet senātum.]

IV. Change the above sentence to the passive voice

1) In English: [The senate will be seized by that hand.]

2) In Latin: [Senātus illā manū rapiētur.]

Quiz on Wheelock 1-22: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) fire [ignis, ignis, m.] b) prōtinus [immediately]

c) [tollō] tollere [sustulī sublātum = to raise]

II. **Identify AND translate** the following forms:

they will be touched: [3 pl fut ind pass of tangō, tangere, tetigī, tāctum; tangentur]

you (sg.) are seized: [2 sg pres ind pass of capiō, capere, cēpī, captum; caperis]

III. Translate into iridescent English, and for the underlined word, give a) form; b) syntax:

1) Quīnque diēbus in suam urbem magnā <u>laude</u> ā Caesare dūcentur.

[In five days they will be led into their own city with great praise by Caesar.]

laude: a) [abl sg of laus, laudis, f.]

b) [abl of manner]

2) Quis iussit illam rem pūblicam servitūte līberārī?

[Who ordered that republic to be freed from slavery?]

IV. Translate into precocious Latin.

By whom have their hopes of safety been raised?

[Ā quō eōrum spēs salūtis sublātae sunt?]

Quiz on Wheelock 1-23: Answers

I. **Identify AND translate** the following forms:

we feel: [1 pl pres ind pass of sentiō, sentīre, sēnsī, sēnsum; sentīmus]

committēris: [2 sg fut ind pass of committō, committere, commīsī, commissum; you will be entrusted]

regiminī: [2 pl pres ind pass of regō, regere, rēxī, rēctum; y'all are ruled]

II. Translate into resplendent English, and for the underlined words, give a) form; b) syntax:

1) Illam gentem Latīnam <u>oppressūrī</u> et dīvitiās raptūrī, omnēs virōs magnae probitātis premere ac dēlēre prōtinus coepērunt.

[(Since they were) fixin' to oppress that Latin nation and seize their wealth, they immediately began to pursue and destroy all men of great honesty.]

oppressūrī: a) [nom pl m fut act ppl of opprimō, opprimere, oppressī, oppressum]
b) [modifes implied subject of coepērunt; shows time after coepērunt]

2) Manūs pecūniam <u>habentium</u> saepe habent quoque aliquid vitiī.

[The hands of those who have money often also have some(thing of) vice.]

habentium: a) [gen pl m pres act ppl of habeō, habēre, habuī, habitum]
b) [substantive adj; depends on manūs; shows same time as habent]

III. Translate into fashionable Latin:

We gave the captured city a good leader.

[Dedimus bonum ducem urbī captae.]

Quiz on Wheelock 1-24: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) comfort [sōlācium, iī, n.] b) shore [lītus, lītoris, n.]

c) premō [premere pressī pressum] = [to press]

II. Translate into strong English, and for the underlined words, give a) form; b) syntax:

2) Populō metū <u>oppressō</u>, iste imperātor nōbīs ex urbe pellendus est.

[Since the people have been oppressed by dread, that general ought to be expelled from the city by us.]

oppressō: a) [abl sg m pf pass ppl of opprimō, opprimere, oppressī, oppressum]

b) [in abl abs, modifies Populō, shows time before pellendus est]

2) Ōrātor animōs <u>audientium</u> tangit.

[The speaker touches the minds of the ones listening.]

audientium: a) [gen pl m pres act ppl of audiō, audīre, audīvī, audītum]

b) [substantive adj, depends on animōs, shows same time as tangit]

III. Translate the following sentence into pleasant Latin USING AN ABLATIVE ABSOLUTE AND A PASSIVE PERIPHRASTIC:

Since the slaves are fixin' to capture the city, the citizens must seek a general.
[Servīs urbem captūrīs, imperātor cīvibus petendus est.]

Quiz on Wheelock 1-25: Answers

I. **Identify AND translate** the following:

quaesītae sunt: [3 pl pf ind pass of quaerō, quaerere, quaesīvī, quaesītum; they have been sought/were sought]

they will laugh: [3 pl fut ind act of rīdeō, rīdēre, rīsī, rīsum; rīdēbunt]

II. Translate into super English, and for the underlined words, give a) form; b) syntax:

1) Ōrātor, signō ā sacerdōte <u>datō</u>, eō diē revēnit et nunc tōtus populus Latīnus gaudet.

[With the sign having been given by the priest (= since the sign had been given by the priest), the orator returned on that day and now the whole Latin people rejoices.]

datō: a) [abl sg n pf pass ppl of dō, dare, dedī, datum]

b) [in abl abs; modifies signō; shows time before revēnit]

2) Negāvērunt puellās eam <u>doctūrās esse</u>.

[They said that the girls would not teach her. (OR: They have said that the girls will not teach her.)]

doctūrās esse: a) [fut inf act of doceō, docēre, docuī, doctum]

b) [in indirect statement, secondary sequence (OR: primary sequence); shows time after Negāvērunt]

III. Translate into perfect Latin, USING A PASSIVE PERIPHRASTIC AND AN ABLATIVE ABSOLUTE:

This letter must be written by the queen, since the king has been expelled by the citizens.

[Haec epistula rēgīnae scrībenda est, rēge ā cīvibus expulsō.]

Quiz on Wheelock 1-26: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) ugly [turpis, turpe]

b) table [mēnsa, -ae, f.]

c) [suscipiō suscipere suscēpī susceptum] = to undertake

II. **Produce** the following forms:

comparative of **trīstis** in abl sg f: [trīstiōre]

superlative of **sapiēns** in nom pl m: [sapientissimī]

III. Translate into striking English, and for the underlined word, give a) form; b) syntax:

1) Quīdam negant istum librum <u>pudīcissimīs</u> legendum esse.

[Certain people say that <u>that</u> book should not be read by very chaste people.]

pudīcissimīs: a) [dat pl m/f superlative of pudīcus, -a, um]

b) [substantive adj, dat of agent with pass periphrastic]

2) Adulēscēns spērat sē diū vīctūrum esse; senex potest dīcere sē diū vīxisse.

[The youth hopes that he will live a long time; the old man can say that he has lived a long time.]

IV. Translate into impeccable Latin.

We saw that the rather proud girl had not helped the very sad one.

[Vīdimus puellam superbiōrem nōn iūvisse trīstissimam.]

Quiz on Wheelock 1-27: Answers

I. Give the Latin for the following, in the case, #, and gender indicated:

better (dat sg f): __[meliōrī]___ smallest (gen pl n): _[minimōrum]__

easiest (acc pl f): __[facillimās]___ happier (acc sg n): __[beātius]____

II. Translate into radiant English, and for the underlined words, give a) form; b) syntax:

1) Nam <u>illīs</u> hoc intellegendum est: prīmum omnium mē ipsum vigilāre, adesse, prōvidēre reī pūblicae; deinde magnōs animōs esse in bonīs virīs....; deōs dēnique immortālēs huic invictō populō, clārō imperiō, pulchrae urbī contrā tantam vim sceleris auxilium <u>esse datūrōs</u>.
(vigilō (1): *to be watchful*; adsum, -esse, -fuī, -futūrum: *to be present*; dēnique: *finally*; invictus, -a, -um: *invincible*; tantus, -a, -um: *so great*; auxilium, -iī, n: *aid*)

[For this ought to be understood by those men: first of all that I myself am watchful, am present, am providing for the republic; next, that great courage is in good men...; finally, that the immortal gods will give aid to this invincible people, brilliant empire, (and) beautiful city against so great a force of crime.]

illīs: a) [dat pl m of ille, illa, illud (demonstrative pron)]

b) [dat of agent with passive periphrastic]

esse datūrōs: a) [fut inf act of dō, dare, dedī, datum]

b) [in indirect statement, primary sequence; shows time after intellegendum est]

III. Translate into plenipotentiary Latin:

He said that he had sent the letter to his sister.

[Dīxit sē litterās ad suam sorōrem mīsisse.]

Quiz on Wheelock 1-28: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) grandson [nepōs, nepōtis, m.] b) useful [ūtilis, -e]

c) pōnō [pōnere posuī positum = to place]

II. Translate into unquenchable English, and for the underlined words, give a) form; b) syntax:

1) Nepōs tuus ā mēnsa <u>discēdat</u> nē ista verba acerba audiat.

[Let your grandson depart from the table in order not to hear bitter words.]

discēdat: a) [3 sg pres subj act of discēdō, discēdere, discessī, discessum]

b) [jussive]

2) Mihi litterae scrībendae sunt ut pecūnia ā parentibus <u>mittātur</u>.

[The letter must be written by me so that money may be sent by my parents.]

mittātur: a) [3 sg pres subj pass of mittō, mittere, mīsī, missum]

b) [in purpose clause in primary sequence]

III. Translate into exquisite Latin.

They are reading this in order to understand.

[Hoc legunt ut intellegant.]

Quiz on Wheelock 1-29: Answers

I. Translate into solar English, and for the underlined words, give a) form; b) syntax:

1) Nēmō quidem tam ferōx est ut nōn <u>mollīrī</u> <u>possit</u>, cultūrā <u>datā</u>.
(cultūra, ae, f: *culture*)

[No one, indeed, is so fierce that he is not able to be softened, with culture having been given.]

mollīrī: a) [pres inf pass of molliō, mollīre, mollīvī, mollītum]

b) [complementary inf with possit]

possit: a) [3 sg pres subj act of possum, posse, potuī]

b) [in result clause, primary sequence]

datā: a) [abl sg f pf pass ppl of dō, dare, dedī, datum]

b) [in abl absolute; modifies cultūrā; shows time before est]

2) Surrēxit ā mēnsā nē verbum turpius <u>audīret</u>.

[He rose from the table in order not to hear the too (or rather or more) disgraceful word.]

audīret: a) [3 sg impf subj act of audiō, audīre, audīvī, audītum]

b) [in purpose clause, secondary sequence]

II. Translate into sensible Latin:

The wiser author was so diligent that he recommended the best women.

[Auctor sapientior tam dīligēns erat ut optimās probāret.]

Quiz on Wheelock 1-30: Answers

I. Vocabulary and Principal Parts.

a) vitium [vice] b) vīta [life]

c) [minuō minuere minuī] minūtum = [to diminish]

II. **Identify (DO NOT TRANSLATE)** the following:

monitī essent: [3 pl plupf subj pass of moneō, monēre, monuī, monitum]

laudāta sīs: [2 sg pf subj pass of laudō (1)]

cēpistis: [2 pl pf ind act of capiō, capere, cēpī, captum]

III. Translate into supererogatory English, and for the underlined word, give a) form; b) syntax:

1) Poēta carmina scrībat ut sciāmus quid dē puellā <u>sēnserit</u>.

[Let the poet write poems so that we may know what he (has) felt about the girl.]

sēnserit: a) [3 sg pf subj act of sentiō, sentīre, sēnsī, sēnsum]

b) [in indirect question in primary sequence; shows time before sciāmus]

2) Cēterī quidem nesciēbant quam ācris esset mēns nātae eōrum.

[The rest, indeed, did not know how keen the mind of their (other people's) daughter was.]

IV. Translate into punctilious Latin.

She was so wise that she was able to explain why they had done it.

[Tam sapiēns erat ut expōnere posset cūr id fēcissent.]

Quiz on Wheelock 1-31: Answers

I. Vocabulary and Principal Parts.

a) finger [digitus, -ī, m.] b) moenia [walls]

c) [occidō occidere occidī] occāsum = [to fall down]

II. **Identify** the following forms of ferō, ferre, tulī, lātum:

ferrent [3 pl impf subj act]

fertur [3 sg pres ind ps]

ferēs [2 sg fut ind act]

ferāmus [1 pl pres subj act]

III. Translate into understated English, and for the underlined word, give a) form; b) syntax:

1) Nesciō utrum trēs coniūrātī maneant an in exsilium <u>contenderint</u>.

[I don't know whether the three conspirators are remaining or have headed for exile.]

contenderint: a) [3 pl pf subj act of contendō, contendere, contendī, contentum]

b) [in indirect question, primary sequence; shows time before Nesciō]

2) Cum magistra discessisset, discipulī omnēs dolēre coepērunt.

[When/since the teacher had left, all the students began to grieve.]

IV. Translate into soothing Latin.

Although he praised me, nevertheless I never liked him.

[Cum mē laudāret, tamen numquam eum amābam.]

Quiz on Wheelock 1-32: Answers

I. Vocabulary.

a) most wisely [sapientissimē]

b) more happily [fēlīcius]

c) greatly [magnopere]

d) bravely [fortiter]

II. **Identify** the following forms:

nōlint [3 pl pres subj act of nōlō, nōlle, nōluī]

ferrēs [2 sg impf subj act of ferō, ferre, tulī, lātum]

ferris [2 sg pres ind pass of ferō, ferrē, tulī, lātum]

nōlent [3 pl fut ind act of nōlō, nōlle, noluī]

III. Translate into lovely English, and for the underlined words, give a) form; b) syntax:

1) At volumus cognōscere cūr sīc invīderit et cūr verba eius tam dura <u>fuerint</u>.

[But we want to find out why he was so envious and why his words were so harsh.]

fuerint: a) [3 pl pf subj act of sum, esse, fuī, futūrum]

b) [in indirect question in primary sequence, shows time before volumus]

2) Nōlīte rogāre cūr id ferrī nōn possit.

[Don't ask why this cannot be endured.]

IV. Translate into elegant Latin.

He prefers to leave, provided that we not stay.

[Mavult discēdere, dummodo nē maneāmus.]

Quiz on Wheelock 1-33: Answers

I. Transform the following sentence as requested: "Sī magistram audiunt, discunt" ("If they listen to the teacher, they learn").

1) Future less vivid

Latin: [Sī magistram audiant, discant.]

English: [If they should listen to the teacher, they would learn.]

2) Present contrafactual

Latin: [Sī magistram audīrent, discerent.]

English: [If they were listening to the teacher, they would be learning.]

II. IDENTIFY the following forms:

māvīs: [2 sg pres ind act of mālō, mālle, māluī]

nollet: [3 sg impf subj act of nōlō, nōlle, nōluī]

volet: [3 sg fut ind act of volō, velle, voluī]

III. TRANSLATE the following:

At volumus cognōscere cūr sīc invīderit et cūr verba eius tam dūra fuerint.

[BUT we want to learn why he was so envious and why his words were so harsh.]

IV. **Extra Credit**. On the back of this sheet, write down the "pluperfect subjunctive" song.

Quiz on Wheelock 1-34: Answers

I. Transform the following sentence as indicated.

Sī virtūtem sequuntur, laudantur (If they follow virtue, they are praised).

1) future more vivid

English: [If they follow virtue, they will be praised.]

Latin: [Sī virtūtem sequentur, laudābuntur.]

2) future less vivid

English: [If they should follow virtue, they would be praised.]

Latin: [Sī virtūtem sequantur, laudentur.]

3) present contrafactual:

English: [If they were following virtue, they would be (being) praised.]

Latin: [Sī virtūtem sequerentur, laudārentur.]

4) past contrafactual:

English: [If they had followed virtue, they would have been praised.]

Latin: [Sī virtūtem secūtī essent, laudātī essent.]

II. Translate the following.

Sed sī bellō nōs diūtius premere in animō habēs, cōgitā dē antīquā fāmā nostrā.

[If you have in mind to press us longer in war, think about our ancient reputation.]

Quiz on Wheelock 1-35: Answers

I. **Identify AND translate** the following:

morere: [2 sg pres ipv act of morior, morī, mortuus sum; die!]

ūsī estis: [2 pl pf ind act of ūtor, ūtī, ūsus sum; y'all used/have used]

II. Translate into stratospheric English, and for the underlined words, give a) form; b) syntax:

1) Custōdiae sī cum duce nostrō līberē <u>loquantur</u> et huic tyrannum trādere cōnentur, sine perīculō ex moeniīs urbis prōtinus ēgredī possint.

[If the guards should speak freely with our leader and should try to hand over the tyrant to him, they would be able to depart from the walls of the city at once without danger.]

loquantur: a) [3 pl pres subj act of loquor, loquī, locūtus sum]

b) [in protasis of future less vivid]

2) Magistra discipulīs placitūra eōs sibi sīc anteponēbat ut eīs servīre <u>viderētur</u>.

[(Since she was) fixin' to please her students, the teacher used to put them before herself (prefer them to herself) in such a way that she seemed to be a slave to them.]

viderētur: a) [3 sg impf subj pass of videō, vidēre, vīdī, vīsum]

b) [in result clause in secondary sequence]

III. Translate into pearly Latin:

Although they obeyed their king, they did not forgive him.

[Cum rēgī pāruerint (pārērent), tamen eī nōn ignōvērunt (ignōscerent).]

Quiz on Wheelock 1-36: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) perhaps [fortasse]

b) daily [cōtīdiē]

c) cōgō [cōgere coēgī coāctum = to compel]

II. **Identify** the following forms:

fierēs: [2 sg impf subj act of fīō, fierī, factus sum]
secūta essent: [3 pl plupf subj act of sequor, sequī, secūtus sum]

III. Translate into sonorous English, and for the underlined words, give a) form; b) syntax:

1) Petēbant ā nōbīs ut etiam in adversīs rēbus huic ducī <u>pārērēmus</u> et servīrēmus.

[They begged us to obey and serve this leader even in adverse circumstances.]

pārērēmus: a) [1 pl impf subj act of pāreō, -ēre, pāruī]

b) [in jussive noun clause in secondary sequence]

2) Sī eum rogēs quid tibi faciendum sit, tē <u>moneat</u> ut linguae Latīnae dīligentius studeās ut sapientior fīās.

[If you should ask him what ought to be done by you, he would advise you to study the Latin language more diligently in order to become wiser.]

moneat: a) [3 sg pres subj act of moneō, monēre, monuī, monitum]

b) [in apodosis of future less vivid conditional]

IV. Translate into pristine Latin.

He begged him not to harm the slaves.
[Ōrāvit eum [or: petīvit ab eō] nē servīs nocēret.]

Quiz on Wheelock 1-37: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) at home [domī]

b) on the ground [humī]

c) pereō [perīre periī peritum = to perish]

II. **Identify** the following forms:

exeās: [2 sg pres subj act of exeō, exīre, exiī, exitum]

aditūrās: [acc pl f fut act ppl of adeō, adīre, adiī, aditum]

III. Translate into charming English, and for the underlined word, give a) form; b) syntax:

1) At nōs, ipsī multa mala passī, cōnātī sumus eīs īrātīs persuādēre ut servōs vinculīs līberārent et nē cui nocērent.

[But we, ourselves having suffered many bad things, tried to persuade those angry men to free the slaves from chains and not to harm anyone.]

2) Haec <u>locūtī,</u> hortentur eum nē domō abeat.

[Having spoken these things, let them urge him not to depart from home.]

locūtī: a) [nom pl m pf act ppl of loquor, loquī, locūtus sum]

b) [modifies subject of hortentur, shows time before hortentur]

IV. Translate into classic Latin.

Provided that this be done, he will beg them to remain at Rome for three hours.
[Dummodo hoc fīat, petet ab eīs ut Rōmae maneant trēs hōrās.]

Quiz on Wheelock 1-38: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.

a) toward [ergā]

b) foot [pēs, pedis, m.]

c) suspendō [suspendere suspendī suspēnsum = to hang up]

II. **Identify** the following forms:

peream: [1 sg pres subj act of pereō, perīre, periī, peritum]
obitūrus: [nom sg m fut act ppl of obeō, obīre, obiī, obitum]

III. Translate into endearing English, and for the underlined words, give a) form; b) syntax:

1) At nōs, ipsī multa mala passī, cōnātī sumus eīs īrātīs persuādēre ut servōs vinculīs <u>līberārent</u> et nē cui nocērent.

[But we, ourselves having suffered many evils, tried to persuade those angry men to free the slaves from bonds and not to harm anyone.]

līberārent: a) [3 pl impf subj act of līberō (1)]

b) [in jussive noun clause in secondary sequence]

2) Quis est tibi quī eam rogāre <u>nōlit</u> quid tam bella rūrī tantōs annōs ēgerit?

[Who is there, in your opinion, who would not want to ask her what such a pretty woman was doing in the country for so many years?]

nōlit: a) [3 sg pres subj act of nōlō, nōlle, nōluī]
b) [in relative clause of characteristic in primary sequence]

IV. Translate into companionable Latin **USING TWO SUPINES**.

There were people—amazing to see!—who would go to Rome to hear those women.
[Erant—mīrābile vīsū!—quī Rōmam īrent illās audītum.]

Quiz on Wheelock 1-39: Answers

I. **TRANSLATE** the following and perform the indicated operations.

Propter amōrem legendī librōs, exiit domō ad eōs parandōs.

[Because of (his) love of reading books, he went out of (his) home to obtain them.]

1) Is "legendī" a gerund or a gerundive? [gerund]

2) Is "parandōs" a gerund or a gerundive? [gerundive]

3) **REWRITE** the sentence changing gerund constructions to gerundive constructions and vice versa.

[Propter amōrem librōrum legendōrum, exiit domō ad parandum eōs.]

4) **REWRITE** the sentence using a supine.

[Propter amōrem legendī librōs, exiit domō eōs parātum.]

II. Translate into catchy English, and for the underlined word, give a) form; b) syntax:

Sunt autem quī dolōrum vītandōrum causā, ut aiunt, semper levia opera faciant, labōrem contemnant, et dē officiīs querantur.

[Moreover, there are those who, for the sake of avoiding pain(s), as they say, would always do trivial works, despise labor, and complain about duties.]

querantur: a) [3 pl pres subj act of queror, querī, questus sum]

b) [in relative clause of characteristic, primary sequence]

Quiz on Wheelock 1-40: Answers

I. **TRANSLATE** the following and perform the indicated operations.

Urbis servandae causā, librum scrīpsit dē gerendō rem pūblicam.

[To save the city ("For the sake of saving the city"), he wrote a book about managing the republic.]

1) Is "servandae" a gerund or a gerundive? [gerundive]

2) Is "gerendō" a gerund or a gerundive? [gerund]

3) **REWRITE** the sentence changing gerund constructions to gerundive constructions and vice versa.

[Urbem servandī causā, librum scrīpsit dē rē pūblicā gerendā.]

II. Translate into superabundant English, and for the underlined word, give a) form; b) syntax:

1) Num vetera mala patiendō nova vītantur?

[New evils are not avoided by allowing old evils, are they?]

2) At postrēmum vereor, heu, ut ā virīs parvae sapientiae hoc studium vetus intellegī <u>possit</u>.

[But finally I fear, alas, that this ancient study may not be able to be understood by men of little wisdom.]

possit: a) [3 sg pres subj act of possum, posse, potuī]

b) [in fear clause in primary sequence]

Test on Wheelock 1-4: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.
a) today [hodiē] b) always [semper]
c) [iuvō] iuvāre [iūvī iūtum = to help]

II. **Identify AND translate** the following forms:
he frightens: [3 sg pres ind act of terreō, terrēre, terruī, territum; terret]
datis: [2 pl pres ind act of dō, dare, dedī, datum; y'all give]
vidē: [2 sg pres ipv act of videō, vidēre, vīdī, vīsum; see!]
we are: [1 pl pres ind act of sum, esse, fuī, futūrum; sumus
habent: [3 pl pres ind act of habeō, habēre, habuī, habitum; they have]

III. **Change** the following phrases as requested:
bellus nauta -> gen sg [bellī nautae] magnus poēta -> abl sg [magnō poētā]

IV. Translate into English, and for the underlined word, give a) form; b) syntax:
1) Dēbētis, amīcī, dē <u>populō</u> Rōmānō cōgitāre.
[Friends, y'all ought to think about the Roman people.]
populō: a) [abl sg of populus, -ī, m.]
b) [obj of preposition dē]
2) Sī <u>multam</u> pecūniam habēs, saepe nōn estis sine cūrīs.
[If you have much money, often you are not without cares.]
multam: a) [acc sg f of multus, -a, -um]
b) [modifies pecūniam, the d.o. of habēs]
3) Dōna <u>bonārum</u> iuvant magnōs.
[The gifts of good women help great men.]
bonārum: a) [gen pl f of bonus, -a, -um]
b) [substantive adj; depends on Dōna]
4) Magnus nauta, <u>amīcus</u> meus, puerī perīculum nōn videt.
[The great sailor, (who is) my friend, does not see the boy's danger.]
amīcus: a) [nom sg of amīcus, -ī, m.]
b) [in apposition with nauta, the subject of videt]

V. Translate into Latin (USING SUBSTANTIVE ADJECTIVES).
The destruction of a bad woman warns good women.
[Exitium malae bonās monet.]

VI. Translate.

O stulte puer! Malum est tuum cōnsilium. Nōn dēbēs officia deōrum dēsīderāre. Phoebus fīlium monet, sed puer magna perīcula nōn videt. Equī valent; nōn valet Phaethon. Currus sine verō magistrō errat in caelō.
[O foolish boy! Bad is your plan. You should not desire the duties of the gods. Phoebus warns his son, but the boy does not see the great dangers. The horses are strong; Phaethon is not strong. The chariot without its true master goes astray in the sky.]

Test on Wheelock 1-6: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.
a) tomorrow [crās] b) often [saepe]
c) [terreō] terrēre [terruī territum = to frighten]

II. **Identify AND translate** the following forms:
remanēbunt: [3 pl fut ind act of remaneō, remanēre, remānsī, remānsum; they will remain]
erat: [3 sg impf ind act of sum, esse, fuī, futūrum; he was]
errat: [3 sg pres ind act of errō (1); he errs]
potes: [2 sg pres ind act of possum, posse, potuī; you are able]
we used to call: [1 pl impf ind act of vocō (1); vocābāmus]

III. **Change** the following phrases as requested:
bellus nauta -> gen sg [bellī nautae] magnus poēta -> acc pl [magnōs poētās]

IV. Translate into English, and for the underlined word, give a) form; b) syntax:
1) Propter adulēscentiam, fīliī meī, <u>mala</u> vītae nōn vidēbātis.
[Because of youth, my sons, y'all did not use to see the evil things of life.]
mala: a) [acc pl n of malus, -a, -um]
b) [substantive adj; direct object of vidēbātis]
2) Nōn poterant, igitur, tē dē poenā amīcōrum tuōrum herī <u>monēre</u>.
[Therefore, they were not able to warn you yesterday about the punishment of your friends.]
monēre: a) [pres inf act of moneō, monēre, monuī, monitum]
b) [complementary inf with poterant]
3) Semper poterimus <u>bonārum</u> sapientiam et vitia malōrum vidēre.
[We shall always be able to see the wisdom of good women and the vices of bad men.]
bonārum: a) [gen pl f of bonus, -a, -um]
b) [substantive adj; depends on sapientiam]
4) Dēbēmusne culpāre <u>agricolās</u> nautāsque, sī patria nostra plēna īnsidiārum est?
[Should we blame the farmers and sailors, if our fatherland is full of treachery?]
agricolās: a) [acc pl of agricola, -ae, m.]
b) [direct object of culpāre]

V. Translate into Latin (USING A SUBSTANTIVE ADJECTIVE).
The words of great books will be able to save free men.
[Verba librōrum magnōrum līberōs servāre poterunt.]

Test on Wheelock 1-10: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.
a) true [vērus, -a, um] b) way [via, -ae, f.]
c) [capiō] capere [cēpī captum] = [to seize]
II. **Change** the following forms as requested.
ille puer sōlus -> gen sg: [illīus puerī sōlīus]
haec vēritās magna -> acc pl: [hās vēritātēs magnās]
istud tempus tōtum -> dat sg: [istī temporī tōtī]
III. **Identify AND translate** the following forms:
we shall hear: [1 pl fut ind act of audiō, audīre, audīvī, audītum; audiēmus]
they were seizing: [3 pl impf ind act of capiō, capere, cēpī, captum; capiēbant]
they find: [3 pl pres ind act of inveniō, invenīre, invēnī, inventum; inveniunt]
dūcēs: [2 sg fut ind act of dūcō, dūcere, dūxī, ductum; you will lead]
IV. Translate into Latin.
Many men in this state will dare to do good things.
[Multī in hāc cīvitāte bona facere audēbunt.]

V. Translate into English, and for the underlined words, give a) form; b) syntax:
1. Vēritātem dīcere poterit <u>neutra</u> sine amīcitiā illīus bonī.
[Neither woman will be able to speak the truth without the friendship of that good man.]
neutra: a) [nom sg f of neuter, neutra, neutrum]
b) [substantive adj, subject of poterit]
2. Fortūna multīs dat nimis, satis <u>nūllī</u>.
[Fortune gives too much to many (men), enough to none.]
nūllī: a) [dat sg m/f of nūllus, -a, um]
b) [i.o. of dat]
3. Propter <u>huius</u> īnsidiās magnō in timōre vīvet tōta cīvitās.
[Because of this man's (or: this woman's) treachery, the whole state will live in great fear.]
huius: a) [gen sg m/f of hic, haec, hoc (demonstrative pron)]
b) [depends on īnsidiās]
4) Nōn sōlum ēventus <u>hoc</u> docet—iste est magister stultōrum!—sed etiam ratiō.
(ēventus (nom sg m), *outcome*)
[Not only outcome teaches this—<u>that</u> is the teacher of fools!—but also reason.]
hoc: a) [acc sg n of hic, haec, hoc (demonstrative pron)]
b) [d.o. of docet]

Test on Wheelock 1-11: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.
a) however [autem] b) also [etiam]
c) [sentiō] sentīre [sēnsī sēnsum = to sense]

II. **Identify AND translate** the following forms:
he will flee: [3 sg fut ind act of fugiō, fugere, fūgī, fūgitūrum; fugiet]
venīs: [2 sg pres ind act of veniō, venīre, vēnī, ventum; you come]
y'all used to hear: [2 pl impf ind act of audiō, audīre, audīvī, audītum; audiēbātis]
they will live: [3 pl fut ind act of vīvī, vīvere, vīxī, vīctum; vīvent]
they make: [3 pl pres ind act of faciō, facere, fēcī, factum; faciunt]

III. **Change** the following phrases as requested:
haec vēritās magna -> gen sg
[huius vēritātis magnae]
is amor sōlus -> dat sg
[eī amōrī sōlī]

IV. Translate into English, and for the underlined word, give a) form; b) syntax:
1) Nōn omnēs <u>eadem</u> amant aut eāsdem cupiditātēs studiaque habent.
(omnēs (nom pl m), *all people*)
[Not all people love the same things or have the same desires and pursuits.]
eadem: a) [acc pl n of īdem, eadem, idem (demonstrative pron)]
b) [d.o. of amant]
2) Nōbīscum remanēre nōn potes; nōn tē, nōn <u>istōs</u>, nōn cōnsilia vestra tolerābō!
[You cannot remain with us; I shall not tolerate you, not those men of yours, not your plans!]
istōs: a) [acc pl m of iste, ista, istud (demonstrative pron)]
b) [d.o. of tolerābō]
3) Tūne istās litterās ad <u>huius</u> sorōrēs mittis?
[Are YOU sending that letter of yours to this man's sisters?]
huius: a) [gen sg of hic, haec, hoc (demonstrative pron)]
b) [depends on sorōrēs]
4) Illī dūcent tē et tuōs ad <u>eum</u> amīcum, nōn eius.
[Those men will lead you and your (people) to this friend, not his.]
eum: a) [acc sg m of is, ea, id (demonstrative adj)]
b) [modifies amīcum, the object of preposition ad]

V. Translate into Latin.
Many people understand this, but few will write it well.
[Multī hoc (or: id) intellegunt, sed paucī bene scrībent.

VI. Translate.
Dum somnus Polyphēmum superat, Graecī īnsidiās faciunt. Tignum in flammā acuunt et in oculum istīus mittunt. Ō miser Polyphēme! Tibi nōn bene est. Aliī Cyclōpēs veniunt, sed vērum perīculum nōn sentiunt: "Nēmō mē necat!" Polyphemus exclamat. "Bene!" iī dīcunt.
[While sleep overcomes Polyphemus, the Greeks make an ambush. They sharpen a log in the flame and send it into the eye of THAT guy. O wretched Polyphemus! It's not going well for you. Other Cyclopes come, but they do not perceive the true danger. "No one is killing me!" Polyphemus exclaims. "Fine!" they say.]

Test on Wheelock 1-12: Answers

I. Vocabulary (give English or Latin, as appropriate) and Principal Parts.
a) recently [nūper] b) too much [nimium/nimis]
c) _[cadō]__ cadere __[cecidī]____ __[cāsūrum]____ = __[to fall]___

II. **Identify AND translate** the following forms:
I was warning: [1 sg impf ind act of moneō, monēre, monuī, monitum; monēbam]
ēgerit: [3 sg futpf ind act of agō, agere, ēgī, āctum; he will have led]
cēperātis: [2 pl plupf ind act of capiō, capere, cēpī, captum; y'all had seized]
fuistī: [2 sg pf ind act of sum, esse, fuī, futūrum; you were/have been]
he will live: [3 sg fut ind act of vīvō, vīvere, vīxī, vīctum; vīvet]

III. **Change** the following phrases as requested:
hic timor sōlus -> gen sg [huius timōris sōlīus]
ea virtūs magna -> dat sg [eī virtūtī magnae]
illud corpus tōtum -> abl pl [illīs corporibus tōtīs]

IV. Translate into English, and for the underlined words, give a) form; b) syntax:
1) Post labōrem <u>eius</u> grātiās magnās eī agēmus.
[After his labor we will give great thanks to him.]
eius: a) [gen sg m of is, ea, id (demonstrative pron)]
b) [depends on labōrem]
2) Eundem timōrem in <u>istō</u> cōnsule sēnsimus.
[We sensed the same fear in <u>that</u> consul.]
istō: a) [abl sg m of iste, ista, istud (demonstrative adj)]
b) [modifies cōnsule, the object of the preposition in]
3) Vīdistisne eius virtūtem in eā cīvitāte prō <u>eīs</u>?
[Did y'all see his virtue in this/that state for (= on behalf of) them?]
eīs: a) [abl pl m of is, ea, id (demonstrative pron)]
b) [object of preposition prō]
4) Amābāmus nōn sōlum sapientiam <u>illōrum</u> sed etiam patientiam.
[We used to love not only the wisdom but also the patience of those men.]
illōrum: a) [gen pl m of ille, illa, illud (demonstrative pron)]
b) [depends on sapientiam (and patientiam)]
V. Translate into Latin.
He had sent this man to that woman without their books.
[Mīserat hunc ad illam sine eōrum librīs.]

Test on Wheelock 1-17: Answers

I. **Identify AND translate** the following forms:
intellegēs: [2 sg fut ind act of intellegō, intellegere, intellēxī, intellēctum; you will understand]
terruerat: [3 sg plupf ind act of terreō, terrēre, terruī, territum; he had frightened] [NOTE: "he had scared/frightened," NOT "he had been scared" or "he had feared"!]
vīcerit: [3 sg futpf ind act of vincō, vincere, vīcī, victum; he will have conquered]
cucurristī: [2 sg pf ind act of currō, currere, cucurrī, cursum; you ran/have run]
trahitis: [2 pl pres ind act of trahō, trahere, trāxī, tractum; y'all draw]
mittam: [1 sg fut ind act of mittō, mittere, mīsī, missum; I shall send]

II. **Change** the following phrases as requested:
id tempus bonum -> dat sg
[eī temporī bonō]

quī vir sōlus -> gen sg
[cuius virī sōlīus]

III. Translate into English, and for the underlined words, give a) form; b) syntax:
1) Salvē, bone amīce, <u>cui</u> fīlium meum herī commīsī.
[Hello, good friend, to whom I entrusted my son yesterday.]
cui: a) [dat sg m of quī, quae, quod (relative pron)]
b) [refers to amīce; i.o. of commīsī]
2) Adulēscentēs nimis dēsīderant; senēs satis <u>amōris</u> saepe habent et multum sapientiae.
[Young men desire excessively; old men often have enough love and much wisdom.]
amōris: a) [gen sg of amor, amōris, m.]
b) [gen of the whole with satis]
3) Cīvēs eum nōn dīlēxērunt quī cīvitātem eōdem <u>annō</u> vī dēlēre coepit.
[The citizens did not esteem him who in the same year began to destroy the state by force.]
annō: a) [abl sg of annus, -ī, m.]
b) [abl of time when]
4) Nōnā hōrā tria mīlia fēminārum, quās ipse vidēbis, <u>sē</u> ad terram iacient.
[At the ninth hour, three thousand women, whom you yourself will see, will throw themselves to the ground.]
sē: a) [acc pl f of reflexive pron]
b) [d.o. of iacient]
IV. Translate into Latin.
We shall praise the boys whose fathers are giving us five of the books.
[Puerōs quōrum patrēs nōbīs quīnque ex librīs dant laudābimus.]

Test on Wheelock 1-18: Answers

I. **Identify** AND **translate** the following. **(GIVE PRINCIPAL PARTS!)**
they are taught [3 pl pres ind pass of doceō, docēre, docuī, doctum; docentur]
they have read [3 pl pf ind act of legō, legere, lēgī, lēctum; lēgērunt]
cupiēs [2 sg fut ind act of cupiō, cupere, cupīvī, cupītum; you will desire]
scrīpserit [3 sg futpf ind act of scrībō, scrībere, scrīpsī, scrīptum; he will have written]
mīserās [2 sg plupf ind act of mittō, mittere, mīsī, missum; you had sent]
vocāberis [2 sg fut ind pass of vocō (1); you will be called]
y'all used to be moved [2 pl impf ind pass of moveō, movēre, mōvī, mōtum; movēbāminī]
I shall learn [1 sg fut ind act of discō, discere, didicī; discam]
we are helped [1 pl pres ind pass of iuvō, iuvāre, iūvī, iūtum; iuvāmur]

II. Translate into Latin.
The king is being warned by the brave citizens.
[Rēx ā cīvibus fortibus monētur.]

III. Change the above sentence to the active voice
in English: The brave citizens are warning the king.
in Latin: Fortēs cīvēs rēgem monent.

IV. Translate the following into English, and for the underlined words, give a) form; b) syntax.
1. Fortūna eum stultum facit <u>quem</u> nimium amat.
Fortune makes him foolish whom she loves too much.
quem: a) [acc sg m of quī, quae, quod (rel pron)]
b) [refers to eum; d.o. of amat]
2. Mentēs nostrae memoriā potentī illōrum duōrum factōrum cito moventur.
[Our minds are quickly moved by the powerful memory of those two deeds.]
3. Ipsī litterās suās ad <u>eam</u> sorōrem tribus hōrīs mittent.
[They themselves will send their letter to this sister in three hours.]
eam: a) [acc sg f of is, ea, id (demonstrative adj)]
b) [modifies sorōrem, the obj of preposition ad]
4. Hōc tempore poēta nihil sibi dēsīderat, sed multum pecūniae dare cupit eī ā quā amātur.
[At this time the poet desires nothing for himself, but he wishes to give much money to her by whom he is loved.]
V. Translate into English.
Dēbētis autem dē hīs perīculīs monērī: I. Quoniam Pēleus mortālis est, animus eius terrēbitur sī nimis potentēs vidēbimur. II. Quī audet sine dōnō venīre, ā mē castīgābitur. Legite genera dōnōrum quae laudābuntur ab omnibus quī ea vidēbunt.
[However, y'all ought to be warned about these dangers. I. Since Peleus is mortal, his spirit will be frightened if we (shall) appear too powerful. II. He who dares to come without a gift will be punished by me. Choose kinds of gifts that will be praised by all who will see them.]

Test on Wheelock 1-22: Answers

I. **Identify AND translate** the following forms:
committēris: [2 sg fut ind pass of committō, committere, commīsī, commissum; you will be committed]
continēris: [2 sg pres ind pass of contineō, continēre, continuī, contentum; you are contained]
discēdam: [1 sg fut ind act of discēdō, discēdere, discessī, discessum; I shall leave]
iacī: [pres inf pass of iaciō, iacere, iēcī, iactum; to be thrown]
fluunt: [3 pl pres ind act of fluō, fluere, flūxī, flūxum; they flow]
incēpistis: [2 pl pf ind act of incipiō, incipere, incēpī, inceptum; y'all began]
dēlēta sum: [1 sg pf ind pass of dēleō, dēlēre, dēlēvī, dēlētum; I was destroyed]
II. **Change** the following phrases as requested:
is frūctus bonus -> gen sg [eius frūctūs bonī]
haec rēs magna -> abl pl [hīs rēbus magnīs]
illud corpus forte -> abl sg [illō corpore fortī]

III. Translate into English, and for the underlined words, give a) form; b) syntax:
1) At rēs gravēs neque vī neque <u>spē</u> geruntur sed cōnsiliō.
[But serious things are done neither by force nor by hope but by wisdom.]
spē: a) [abl sg of spēs, speī, f.]
b) [abl of means]
2) Quī fīnis metūs atque servitūtis in eā cīvitāte nunc potest <u>vidērī</u>?
[What end of dread and slavery in that state is now able to be seen?]
vidērī: a) [pres inf pass of videō, vidēre, vīdī, vīsum]
b) [complementary inf with potest]
3) Coeperant rēgem, <u>quī</u> ā nūllō cīve dīlēctus erat, ex urbe ēicere.
[They had begun to throw the king, who had been loved by no citizen, out of the city.]
quī: a) [nom sg m of quī, quae, quod (relative pron)]
b) [refers to rēgem; subject of dīlēctus erat]
4) Nunc aleris frūctū dulcī, sed duōbus <u>annīs</u> ēreptus eris ē manibus bonōrum.
[Now you are nourished by sweet fruit, but in two years you will have been snatched out of the hands of good men.]
annīs: a) [abl pl of annus, annī, m.]
b) [abl of time within which]
IV. Translate into Latin.
We are defending him. [Dēfendimus eum.]
V. Change the above sentence to the passive voice
In English: [He is being defended by us.]
In Latin: [Dēfenditur ā nōbīs.]

Test on Wheelock 1-30: Answers

I. Identify (**DO NOT TRANSLATE**) the following:

monitī essent: [3 pl plupf subj pass of moneō, monēre, monuī, monitum]
comprehēnsa sīs: [2 sg pf subj pass of comprehendō, comprehendere, comprehendī, comprehēnsum]
audīrentur: [3 pl impf subj pass of audiō, audīre, audīvī, audītum]

II. Translate into English, and for the underlined words, give a) form; b) syntax:
1) Ita dūrus erat ut beneficia uxōris comprehendere nōn posset.
[He was so harsh that he was not able to understand the kindness of his wife.]
posset: a) [3 sg impf subj act of possum, posse, potuī]
b) [In result clause in secondary sequence]

2) Illī adulēscentēs sapientiae dēnique cēdant ut fēlīciōrēs hīs sint.
[Let those youths yield to wisdom at last so that they may be happier than these.]
cēdant: a) [3 pl pres subj act of cēdō, cēdere, cessī, cessum]
b) [jussive]

3) Adulēscēns spērat sē diū vīctūrum esse; senex potest dīcere sē diū vīxisse.
[The young man hopes that he will live a long time; the old man is able to say that he has lived a long time.]
vīctūrum esse: a) [fut inf act of vīvō, vīvere, vīxī, vīctum]
b) [in indirect statement in primary sequence; shows time after spērat]

4) Dīcit epistulam scrībendam esse, pecūniā ā cīvibus datā.
[He says that the letter ought to be written, with the monehy having been given by the citizens (= since the money has been given by the citizens).]
datā: a) [abl sg f pf pass ppl of dō, dare, dedī, datum]
b) [in abl absolute; modifies pecūniā; shows time before Dīcit]

IV. Translate the following into Latin:
1) They thought that the girl had warned him.
[Putāvērunt puellam eum monuisse.]
2) He said why the letter was being written.
[Dīxit cūr epistula scrīberētur.]

Test on Wheelock 1-31: Answers

I. Translate into English, and for the underlined words, give a) form; b) syntax:

1) Nunc vidētis quantum scelus contrā rem pūblicam et lēgēs nostrās vōbīs prōnūntiātum sit.
[Now y'all see how great a crime against the republic and our laws has been announced to y'all.]
prōnūntiātum sit: a) [3 sg pf subj pass of prōnūntiō (1)]
b) [in indirect question in primary sequence; shows time before vidētis]
2) Cum hī decem virī ex moenibus semel discessissent, alia occāsiō pācis numquam oblāta est.
[When these ten men had once departed out of the city walls, another opportunity for peace was never offered.]
discessissent: a) [3 pl plupf subj act of discēdō, discēdere, discessī, discessum]
b) [in cum clause in secondary sequence; shows time before oblāta est]
3) Istī autem rogant tantum quid habeās, nōn cūr et unde.
[THOSE men, however, ask only what you have, not why and whence.]
habeās: a) [2 sg pres subj act of habeō, habēre, habuī, habitum]
b) [in indirect question in primary sequence; shows same time as rogant]

II. Translate the following into Latin:
The students were reading the book so that the teacher might be happy.
[Discipulī librum legēbant ut magistra fēlīx esset.]
III. Change the sentence above to PRIMARY sequence
In English: [The students are reading the book so that the teacher may be happy.]
In Latin: [Discipulī librum legunt ut magistra fēlīx sit.]
IV. Translate the following into strapping Latin:
The women are so strong that the city is not being conquered.
[Fēminae tam fortēs sunt ut urbs nōn vincātur.]
V. Change the sentence above to SECONDARY sequence
In English: [The women were so strong that the city was not being conquered.]
In Latin: [Fēminae tam fortēs erant ut urbs nōn vincerētur.]

Test on Wheelock 1-34: Answers

I. Translate into English, and for the underlined words, give a) form; b) syntax:
1. Sī mēcum diūtius locūtus essēs, tē in perīculum stultē proficīscī nōn passa essem.
[If you had spoken with me longer, I would not have allowed you to set out foolishly into danger.]
passa essem: a) [1 sg plupf subj act of patior, patī, passus sum]
b) [in apodosis of past contrafactual]
2. Sī quis rogābit quid nunc discās, refer tē artem nōn mediocrem sed ūtilissimam ac difficillimam discere.
[If anyone asks what you are now learning, answer that you are learning an art not mediocre but very useful and very difficult.]
discās: a) [2 sg pres subj act of discō, discere, didicī]
b) [in indirect question in primary sequence; shows same time as rogābit]
3. Cum pauper sit, tamen tam beātus sibi vidētur ut sē vītam quam optimam agere arbitrētur.
[Although he is a pauper, nevertheless he seems to himself so happy that he thinks that he is leading the best life possible.]
arbitrētur: a) [3 sg pres subj act of arbitror, arbitrārī, arbitrātus sum]
b) [in result clause in primary sequence]

II. Translate into Latin:
If rich men were always happier than poor men, no one would be teaching the Latin language.
[Sī dīvitēs semper fēlīciōrēs pauperibus essent, nēmō linguam Latīnam docēret.]

III. Translate into English.
Omnēs hominēs quī cupiunt praestāre cēterīs animālibus summā ope nītī dēbent, nē vītam silentiō trānseant velutī pecora, quae nātūra fīnxit prōna atque ventrī oboedientia. Sed nostra omnis vīs in animō et corpore sita est; animī imperiō, corporis servitiō ūtimur.

> [All men who desire to be above the other animals ought to strive with the highest might, in order not to pass through life in silence like cattle, which nature made bent forward and obedient to the stomach. But our whole power is situated in the mind and the body; we employ the command of the mind, the servitude of the body.]

Test on Wheelock 1-36: Answers

I. Translate into English, and for the underlined words, give a) form; b) syntax:
1) Rogāmus tē ut honōre et opibus sapientius ūtāris et hōs quīnque amīcōs semper foveās.
[We ask you to use honor/political office and wealth more wisely and always to support these five friends.]
ūtāris: a) [2 sg pres subj act (dep) of ūtor, ūtī, ūsus sum]
b) [in jussive noun clause, primary sequence]
2) Dīc nunc cūr velīs tē ad istam dīvitem et candidam cōnferre. Vērē ac līberē loquere; nōlī recūsāre!
[Say now why you want to betake yourself (= go) to that wealthy and radiant woman. Speak truly and freely; do not refuse!]
velīs: a) [2 sg pres subj act of volō, velle, voluī]
b) [in indirect question, primary sequence; shows same time as Dīc]

II. For the following sentences, **translate** AND **perform the requested operations**.
1) Sī cum amīcīs loquātur, eīs ignōscat.
[If he should speak with (his) friends, he would forgive them.]
change this sentence to **past contrafactual**
in Latin: [Sī cum amīcīs locūtus esset, eīs ignōvisset.]
in English: [If he had spoken with (his) friends, he would have forgiven them.]
2) Hortābar eum nē tyrannō servīret.
[I was urging him not to serve the tyrant.]
Change the **main verb to future** and **modify the subordinate clause accordingly**:
in Latin: [Hortābor eum nē tyrannō serviat.]
in English: [I shall urge him not to serve the tyrant.]
3) Tam stultī sunt ut pecūniam amīcīs antepōnant.
[They are so foolish that they put money before friends.]
Change the **main verb to imperfect** and **modify the subordinate clause accordingly**:
in Latin: [Tam stultī erant ut pecūniam amīcīs antepōnerent.]
in English: [They were so foolish that they put money before friends.]

Test on Wheelock 1-38: Answers

I. Translate into English, and for the underlined words, give a) form; b) syntax:

1) Nōn est passus Agamemnōn mē diūtius ōrāre: "Ego magistrōs fateor in hīs exercātiōnibus peccāre, sed dēbēmus eīs ignōscere. Nam nisi dīxerint ea quae adulēscentibus placent, ut ait Cicerō, 'sōlī in scholīs relinquentur.'"
[Agamemnon did not allow me to plead further: "I confess that the teachers err in these exercises, but we ought to forgive them. For if they do not say those things which are pleasing to youths, as Cicero says, "They will be left alone in the schools."]
dīxerint: a) [3 pl futpf ind act of dīcō, dīcere, dīxī, dictum]
b) [in protasis of future more vivid conditional]

2) Dīcit patrem ab urbe abīsse sed frātrem esse domī.
[He says that his father has gone out of the city but his brother is at home.]
abīsse: a) [pf inf act of abeō, abīre, abiī, abitum]
b) [in indirect statement, primary sequence; shows time before Dīcit]

3) Alicui rogantī melius quam iubentī pārēmus.
[We obey someone (who is) asking better than (someone) ordering.]
iubentī: a) [dat sg m pres act ppl of iubeō, iubēre, iussī, iussum]
b) [modifies Alicui, a dat with Ch 35 verb pārēmus; shows same time as pārēmus]

II. Translate the following into Latin:
He is urging me not to read the book.
[Hortātur mē nē librum legam.]

III. Change the sentence above to SECONDARY sequence
In English: [He was urging me not to read the book.]
In Latin: [Hortābar mē nē librum legerem.]
IV. Translate the following into scrumptious Latin:
There used to be people who would give everything for their country.
[Erant quī omnia prō patriā darent.]

V. Change the sentence above to PRIMARY sequence
In English: [There are people who would give everything for their country.]
In Latin: [Sunt quī omnia prō patriā dent.]

Test on Wheelock 1-40: Answers

I. Translate into English, and for the underlined words, give a) form; b) syntax:
1) At postrēmum vereor, heu, ut ā virīs parvae sapientiae hoc studium vetus intellegī possit.
[But finally I'm afraid, alas, that this ancient study may not be able to be understood by men of little wisdom.
intellegī: a) [pres inf pass of intellegō, intellegere, intellēxī, intellēctum]
b) [complementary inf with possit]
2) Quārē, quid est quod tibi iam in hāc urbe placēre possit, in quā nēmō est quī tē nōn metuat?
[Therefore, what is there that now would be able to please you in this city, in which there is no one who does not fear you?]
metuat: a) [3 sg pres subj act of metuō, metuere, metuī]
b) [in relative clause of characteristic, primary sequence]
3) Quattuor causās reperiō cūr senectūs misera videātur. Videāmus quam iūsta quaeque eārum sit.
[I find four reasons why old age appears miserable. Let us see how just each one of them is.]
videātur: a) [3 sg pres subj pass of videō, vidēre, vīdī, vīsum]
b) [in indirect question, primary sequence; shows same time as reperiō]
II. For the following sentences, **translate** AND **perform the requested operations**.
1) Sī dē glōriā cōgitārent, cupidī bellōrum gerendōrum essent.
[If they were thinking about glory, they would be desirous of waging war.]
Is "gerendōrum" a gerund or a gerundive? ____gerundive_____
IN LATIN, change the phrase "cupidī bellōrum gerendōrum to the other kind (i.e., gerund -> gerundive OR gerundive -> gerund):
[cupidī gerendī bella]
What kind of conditional is the sentence above? [present contrafactual]
Change the sentence to a **future more vivid**
in English: [If they think about glory, they will be desirous of waging war.]
in Latin: [Sī dē glōriā cōgitābunt, cupidī bellōrum gerendōrum erunt.]
2) Translate the sentence "They went to see friends" into Latin using
a supine: [Iērunt amīcōs vīsum.]
a gerund: [Iērunt ad videndum amīcōs.]
a gerundive: [Iērunt ad amīcōs videndōs.]
an ut clause: [Iērunt ut amīcōs vidērent.]

IV.

Supporting Materials

THE SUBJUNCTIVE TRANSLATED

NOTE: The following tables do not include subjunctives that are normally introduced by subordinating conjunctions other than *cum* (e.g., *quīn*, *dum*, *dummodo*, *antequam, quamvīs*) or particles (e.g., *utinam*).

The Present Subjunctive Translated

I. SUBORDINATE

Noun clause	Necesse est (ut) laudet.	It is necessary *for him to praise/that he praise*.
Jussive noun clause	Moneō eum ut laudet.	I am advising him *to praise*.
Fear clause	Timeō ut laudet. Timeō nē laudet.	I am afraid that *he may not praise*. I am afraid that *he may praise*.
Relative clause of characteristic	Est quī laudet.	He is the sort of man who *would praise*.
Relative clause of result	Nēmō est tam stultus quī eam laudet.	There is no one so foolish as *to praise* her.
Relative clause of purpose	Mittō virum quī eam laudet.	I am sending a man *to praise* her.
Relative clause in indirect statement	Dīcit puellam quae eōs laudet bellam esse.	He says that the girl who *praises/is praising* them is pretty.
Relative clause of cause	Hic infēlīx est quem nōn laudent.	This man is unhappy because *they are not praising/do not praise* him.
Future less vivid: protasis	Sī mē laudet, fēlīx sit.	If *he should praise* me, he would be happy.
Future less vivid: apodosis	Sī librum legat, eum laudet.	If he should read the book, *he would praise* it.
Cum clause	Cum eōs laudet, fēlīx est.	When/since/although *he praises/is praising* them, he is happy.
Indirect question	Rogat quis eōs laudet.	He asks who *praises/is praising* them.
Result clause	Tam stultus est ut eōs laudet.	He is so foolish that *he praises/is praising* them.
Purpose clause	Legit librum ut eum laudet.	He is reading the book so that *he may praise/in order to praise* it.
Purpose clause with comparative	Hoc fēcit quō saepius eum laudent.	He has done this so that *they may praise* him more often.
Concessive ut-clause	Ut eum laudent, (tamen) nōn fēlīx est.	Although *they praise/are praising* him, (nevertheless) he is not happy.

II. INDEPENDENT

Jussive	Laudet!	*Let him praise*!
Dubitative	Laudet?	*Should he praise*?
Potential	Laudet.	*He would praise*.

The Imperfect Subjunctive Translated

I. SUBORDINATE

Noun clause	Necesse erat (ut) laudāret.	It was necessary *for him to praise/that he praise*.
Jussive noun clause	Monēbam eum ut laudāret.	I was advising him *to praise*.
Fear clause	Timēbam ut laudāret. Timēbam nē laudāret.	I was afraid that *he might/would not praise*. I was afraid that *he might/would praise*.
Relative clause of characteristic	Erat quī laudāret.	He was the sort of man who *would praise*.
Relative clause of result	Nēmō erat tam stultus quī eam laudāret.	There was no one so foolish as *to praise* her.
Relative clause of purpose	Mīsī virum quī eam laudāret.	I sent a man *to praise* her.
Relative clause in indirect statement	Dīxit puellam quae eōs laudāret bellam esse.	He said that the girl who *praised/was praising* them was pretty.
Relative clause of cause	Hic infēlīx erat quem nōn laudārent.	This man was unhappy because *they did not praise* him.
Present contrafactual: protasis	Sī mē laudāret, fēlīx esset.	If *he were praising* me, he would be happy.
Present contrafactual: apodosis	Sī fēlīx esset, mē laudāret.	If he were happy, *he would be praising* me.
Cum clause	Cum eōs laudāret, fēlīx erat.	When/since/although *he praised/was praising* them, he was happy.
Indirect question	Rogāvit quis eōs laudāret.	He asked who *praised/was praising* them.
Result clause	Tam stultus erat ut eōs laudāret.	He was so foolish that *he praised* them.
Purpose clause	Legēbat librum ut eum laudāret.	He was reading the book so that *he might praise/in order to praise* it.
Purpose clause with comparative	Hoc fēcit quō saepius eum laudārent.	He did this so that *they might praise* him more often.
Concessive ut-clause	Ut eum laudārent, (tamen) nōn fēlīx erat.	Although *they praised* him, (nevertheless) he was not happy.

II. INDEPENDENT

Potential	Laudārēs.	*You might have/would have/could have praised.*

The Perfect Subjunctive Translated

I. SUBORDINATE

Fear clause	Timeō ut laudāverit. Timeō nē laudāverit.	I fear that *he has not praised/did not praise*. I fear that *he praised/has praised.*
Relative clause of characteristic	Stultus est quī laudāverit eam. Sōlus est quī eam laudāverit.	He is a fool inasmuch as *he praised/has praised* her. He is the only one who *praised/has praised* her.
Relative clause of result	Tam stultus est quī eam laudāverit.	He is so foolish as *to have praised* her.
Relative clause in indirect statement	Dīcit puellam quae eōs laudāverit bellam esse.	He says that the girl who *praised/has praised/was praising* them is pretty.
Relative clause of cause	Hic infēlīx fuit quem nōn laudāverint.	This man was unhappy because *they did not praise* him.
Future less vivid: protasis	Sī mē laudāverit, fēlīx sit.	If *he should have praised* me, he would be happy.
Cum clause	Cum eōs laudāverit, fēlīx est.	When/since/although *he praised/has praised* them, he is happy.
Indirect question	Rogat quis eōs laudāverit.	He asks who *praised/has praised/was praising* them.
Result clause	Tam stultus est ut eōs laudāverit. Tam stultus erat ut eōs laudāverit.	He is so foolish that *he has praised* them. He was so foolish that *he praised* them.
Concessive ut-clause	Ut eum laudāverint, (tamen) nōn fēlīx fuit.	Although *they praised* him, (nevertheless) he was not happy.

II. INDEPENDENT

Jussive	Nē laudāverit.	*Let him not praise.*
Potential	Laudāverit.	*He might praise.*

The Pluperfect Subjunctive Translated

I. SUBORDINATE

Fear clause	Timēbam ut laudāvisset. Timēbam nē laudāvisset.	I was afraid that *he had not praised*. I was afraid that *he had praised*.
Relative clause of characteristic	Stultus erat quī laudāvisset eam. Sōlus erat quī eam laudāvisset.	He was a fool inasmuch as *he had praised* her. He was the only one who *had praised* her.
Relative clause of result	Tam stultus erat quī eam laudāvisset.	He was so foolish that *he had praised* her.
Relative clause in indirect statement	Dīxit puellam quae eōs laudāvisset bellam esse.	He said that the girl who *had praised* them was pretty.
Relative clause of cause	Hic infēlīx erat quem nōn laudāvissent.	This man was unhappy because *they had not praised* him.
Past contrafactual: protasis	Sī mē laudāvisset, fēlīx fuisset.	If *he had praised* me, he would have been happy.
Past contrafactual: apodosis	Sī fēlīx fuisset, mē laudāvisset.	If he had been happy, *he would have praised* me.
Cum clause	Cum eōs laudāvisset, fēlīx erat.	When/since/although *he had praised* them, he was happy.
Indirect question	Rogāvit quis eōs laudāvisset.	He asked who *had praised* them.
Result clause	Tam stultus erat ut eōs laudāvisset.	He was so foolish that *he had praised* them.
Concessive ut-clause	Ut eum laudāvissent, (tamen) nōn fēlīx fuisset.	Even if *they had praised* him, (nevertheless) he would not have been happy.

II. INDEPENDENT

Potential	Laudāvisset.	*He might have praised.*

Latin Verb Synopsis

Principal Parts: _____ _____ _____ _____ = _____

person, number, gender: ____ ____ ____

	ACT	PASS
pres ind		
fut ind		
impf ind		
pf ind		
plupf ind		
futpf ind		
pres subj		
impf subj		
pf subj		
plupf subj		
pres inf		
pf inf		
fut inf		
pres ppl		
pf ppl		
fut ppl		
pres ipv: 2 sg		
pres ipv: 2 pl		

Latin Verb Synopsis: laudō, 1 sg f

Principal Parts: laudō, laudāre, laudāvī, laudātum = to praise

	ACT	**PASS**
pres ind	laudō	laudor
	I praise/am praising	*I am praised/am being praised*
fut ind	laudābō	laudābor
	I shall praise	*I shall be praised*
impf ind	laudābam	laudābar
	I was praising/used to praise	*I was being praised/used to be praised*
pf ind	laudāvī	laudāta sum
	I praised/have praised	*I was praised/have been praised*
plupf ind	laudāveram	laudāta eram
	I had praised	*I had been praised*
futpf ind	laudāverō	laudāta erō
	I shall have praised	*I shall have been praised*
pres subj	laudem	lauder
impf subj	laudārem	laudārer
pf subj	laudāverim	laudāta sim
plupf subj	laudāvissem	laudāta essem
pres inf	laudāre	laudārī
pf inf	laudāvisse	laudātam esse
fut inf	laudātūram esse	laudātum īrī
pres ppl	laudāns	X
pf ppl	X	laudāta
fut ppl	laudātūra	laudanda
pres ipv: 2 sg	laudā!	
pres ipv: 2 pl	laudāte!	

Latin Verb Synopsis: moneō, 3 pl f

Principal Parts: moneō, monēre, monuī, monitum = to warn

	ACT	**PASS**
pres ind	monent	monentur
	they warn/are warning	*they are warned/are being warned*
fut ind	monēbunt	monēbuntur
	they will warn	*they will be warned*
impf ind	monēbant	monēbantur
	they were warning/used to warn	*they were being warned/used to be warned*
pf ind	monuērunt	monitae sunt
	they warned/have warned	*they were warned/have been warned*
plupf ind	monuerant	monitae erant
	they had warned	*they had been warned*
futpf ind	monuerint	monitae erunt
	they will have warned	*they will have been warned*
pres subj	moneant	moneantur
impf subj	monērent	monērentur
pf subj	monuerint	monitae sint
plupf subj	monuissent	monitae essent
pres inf	monēre	monērī
pf inf	monuisse	monitās esse
fut inf	monitūrās esse	monitum īrī
pres ppl	monentēs	X
pf ppl	X	monitae
fut ppl	monitūrae	monendae
pres ipv: 2 sg	monē!	
pres ipv: 2 pl	monēte!	

Latin Verb Synopsis: agō, 2 pl n

Principal Parts: agō, agere, ēgī, āctum = to lead

	ACT	**PASS**
pres ind	agitis	agiminī
	y'all lead/are leading	*y'all are led/are being led*
fut ind	agētis	agēminī
	y'all will lead	*y'all will be led*
impf ind	agēbātis	agēbāminī
	y'all were leading/used to lead	*y'all were being led/used to be led*
pf ind	ēgistis	ācta estis
	y'all led/have led	*y'all were led/have been led*
plupf ind	ēgerātis	ācta erātis
	y'all had led	*y'all had been led*
futpf ind	ēgeritis	ācta eritis
	y'all will have led	*y'all will have been led*
pres subj	agātis	agāminī
impf subj	agerētis	agerēminī
pf subj	ēgerītis	ācta sītis
plupf subj	ēgissētis	ācta essētis
pres inf	agere	agī
pf inf	ēgisse	ācta esse
fut inf	āctūra esse	āctum īrī
pres ppl	agentia	X
pf ppl	X	ācta
fut ppl	āctūra	agenda
pres ipv: 2 sg	age!	
pres ipv: 2 pl	agite!	

Latin Verb Synopsis: audiō, 1 pl m

Principal Parts: audiō, audīre, audīvī, audītum = to hear

	ACT	**PASS**
pres ind	audīmus	audīmur
	we hear/are hearing	*we are heard/are being heard*
fut ind	audiēmus	audiēmur
	we shall hear	*we shall be heard*
impf ind	audiēbāmus	audiēbāmur
	we were hearing/used to hear	*we were being heard/used to be heard*
pf ind	audīvimus	audītī sumus
	we heard/have heard	*we were heard/have been heard*
plupf ind	audīverāmus	audītī erāmus
	we had heard	*we had been heard*
futpf ind	audīverimus	audītī erimus
	we shall have heard	*we shall have been heard*
pres subj	audiāmus	audiāmur
impf subj	audīrēmus	audīrēmur
pf subj	audīverīmus	audītī sīmus
plupf subj	audīvissēmus	audītī essēmus
pres inf	audīre	audīrī
pf inf	audīvisse	audītōs esse
fut inf	audītūrōs esse	audītum īrī
pres ppl	audientēs	X
pf ppl	X	audītī
fut ppl	audītūrī	audiendī
pres ipv: 2 sg	audī!	
pres ipv: 2 pl	audīte!	

Latin Verb Synopsis: capiō, 3 sg n

Principal Parts: capiō, capere, cēpī, captum = to seize

	ACT	**PASS**
pres ind	capit	capitur
	it seizes/is seizing	*it is seized/is being seized*
fut ind	capiet	capiētur
	it will seize	*it will be seized*
impf ind	capiēbat	capiēbātur
	it was seizing/used to seize	*it was being seized/used to be seized*
pf ind	cēpit	captum est
	it seized/has seized	*it was seized/has been seized*
plupf ind	cēperat	captum erat
	it had seized	*it had been seized*
futpf ind	cēperit	captum erit
	it will have seized	*it will have been seized*
pres subj	capiat	capiātur
impf subj	caperet	caperētur
pf subj	cēperit	captum sit
plupf subj	cēpisset	captum esset
pres inf	capere	capī
pf inf	cēpisse	captum esse
fut inf	captūrum esse	captum īrī
pres ppl	capiēns	X
pf ppl	X	captum
fut ppl	captūrum	capiendum
pres ipv: 2 sg	cape!	
pres ipv: 2 pl	capite!	

Latin Verb Synopsis: scrībō, 2 sg m

Principal Parts: scrībō, scrībere, scrīpsī, scrīptum = to write

	ACT	**PASS**
pres ind	scrībis	scrīberis
	you write/are writing	*you are written/are being written*
fut ind	scrībēs	scrībēris
	you will write	*you will be written*
impf ind	scrībēbās	scrībēbāris
	you were writing/used to write	*you were being written/used to be written*
pf ind	scrīpsistī	scrīptus es
	you wrote/have written	*you were written/have been written*
plupf ind	scrīpserās	scrīptus erās
	you had written	*you had been written*
futpf ind	scrīpseris	scrīptus eris
	you will have written	*you will have been written*
pres subj	scrībās	scrībāris
impf subj	scrīberēs	scrīberēris
pf subj	scrīpserīs	scrīptus sīs
plupf subj	scrīpsissēs	scrīptus essēs
pres inf	scrībere	scrībī
pf inf	scrīpsisse	scrīptus esse
fut inf	scrīptūrus esse	scrīptum īrī
pres ppl	scrībēns	X
pf ppl	X	scrīptus
fut ppl	scrīptūrus	scrībendus
pres ipv: 2 sg	scrībe!	
pres ipv: 2 pl	scrībite!	

Indirect Statements: Examples and Exercises

1)	Putant puellam eum monēre.	They think that the girl is warning him.
	a) pres inf act of moneō, monēre, monuī, monitum	b) In indirect statement in primary sequence; shows same time as main verb "Putant"
2)		They think that the girl has warned him.
	a)	b)
3)	Putāvērunt puellam eum monitūram esse.	
	a)	b)
4)		They think that the girl will warn him.
	a)	b)
5)	Putābant puellam eum monuisse.	
	a)	b)
6)		They had thought that the girl was warning him.
	a)	b)

7)	Dīcis epistulam ā mē <u>scrīptam esse</u>.	You say that the letter has been written/was written by me.
	a) pf inf pass of scrībō, scrībere, scrīpsī, scrīptum	b) In indirect statement in primary sequence; shows time before main verb "Dīcis"
8)		You say that the letter is being written by me.
	a)	b)
9)	Dīxistī epistulam ā mē <u>scrībī</u>.	
	a)	b)
10)		You said that the letter had been written by me.
	a)	b)
11)	Dīxistī epistulam ā mē <u>scrīptum īrī</u>.	
	a)	b)
12)		You will say that the letter has been written by me.
	a)	b)

Indirect Questions: Examples and Exercises

1)	Rogant quid scrībat.	They ask what he is writing.
	a) 3 sg pres subj act of scrībō, scrībere, scrīpsī, scrīptum	b) In indirect question in primary sequence; shows same time as "Rogant"
2)		They ask what he wrote.
	a)	b)
3)	Rogāvērunt quid scrīberet.	
	a)	b)
4)		They have asked what he is writing.
	a)	b)
5)	Rogābant quid scrīpsisset.	
	a)	b)
6)		They ask what he will write.
	a)	b)

7)	Dīcit cūr epistula scrīpta sit.	He says why the letter was written.
	a) 3 sg pf subj pass of scrībō, scrīber scrīpsī, scrīptum	b) In indirect question in primary sequence; shows time before "Dīcit"
8)		He said why the letter had been written.
	a)	b)
9)	Dīxit cūr epistula scrīberētur.	
	a)	b)
10)		He said why he would write the letter.
	a)	b)
11)	Dīcit cūr epistulam scrīptūrus sit.	
	a)	b)
12)		He will say why the letter is being written.
	a)	b)

Uses of the Ablative: Examples and Exercises

1) object of preposition	Scrībit dē rērum nātūrā.	He is writing about the nature of things.
	Dulce est prō patriā morī.	
2) abl of cause	Fōrmā laudābantur.	They used to be praised because of (their) beauty.
	Ignī cucurrit.	
3) abl of comparison	Haec fortior est illā.	This woman is braver than that one.
		That woman is braver than this one.
4) abl of degree of difference	Ille multō fortior est quam hic.	That man is much braver ("braver by much") than this one.
	Puella tantō pulchrior est quam māter.	b)
5) abl of description	Salvē, puella minimō nāsō!	Hello, girl with the very small nose!
	Valē, puer pede maximō!	b)
6) abl of manner (with adj)	Scrīpsit litterās magnā cūrā.	He wrote the letter with great care.
	Lēgit librum magnō timōre.	

7) abl of means	Videō tē oculō meō.	I see you with my eye.
		The gate is being destroyed by flame.
8) abl of price	Vendit librum magnō.	He is selling the book for a great price.
	Ēmit librum parvō.	
9) abl of separation	Caret pecūniā.	He lacks money.
	Līberat eōs servitūte.	
10) abl of specification	Est mīrābile dictū.	It's amazing to say.
		It was easy to see.
11) abl of time when	Illā aestāte ībant Rōmam.	That summer they used to go to Rome.
		At that time they were praising Rome.
12) abl with adj	Dignus est bonīs.	He is worthy of good things.
	Vīvit frētus tuā fidē.	

Wheelock 1-22: Syntax List

NOTE: Page numbers refer to *Latina Ursorum*.

Uses of Noun Cases:

- Ablative
  - of means (p. 3)
  - of time within which (p. 3)
  - of time when (p. 3)
  - of personal agent (p. 3)
  - of manner (p. 4)
  - of separation (p. 4)
  - of accompaniment (p. 4)
  - of place from which (p. 4)
  - object of preposition (p. 5)
- Genitive
  - [depends on <noun>] (p. 6)
  - of possession (p. 6)
  - of the whole (= partitive) (p. 7)
- Dative
  - indirect object (p. 8)
- Accusative
  - direct object (p. 10)
  - object of preposition (p. 10)
- Nominative
  - subject (p. 12)
  - predicate (p. 12)

Pronouns and Adjectives: **ALL (pp. 14-18)**

NOTE: Wheelock does not distinguish very well between "Demonstrative Adjectives" and "Demonstrative Pronouns" and does not treat "Relative Adjectives" at all, so please read those sections in *LU* carefully!

Verbs:

- main verb (p. 19)
- complementary infinitive (p. 47)

Verbs: Wheelock 1-12

Other than regular 1st conjugation. Numbers indicate Wheelock chapter.

(ad)iuvō, (ad)iuvāre, (ad)iūvī, (ad)iūtum: help, aid, assist; please (4)
agō, agere, ēgī, āctum: drive, lead, do, act; *of time or life*, pass, spend; **grātiās agere** + *dat*., thank (8)
āmittō, āmittere, āmīsī, āmissum: lose, let go (12)
audeō, audēre, ausus sum: dare (7)
audiō, audīre, audīvī, audītum: hear, listen to (10)
cadō, cadere, cecidī, cāsūrum: fall (12)
capiō, capere, cēpī, captum: take, capture, seize, get (10)
dēbeō, dēbēre, dēbuī, dēbitum: owe, ought, must (1)
dīcō, dīcere, dīxī, dictum: say, tell, speak; call, name (10)
discō, discere, didicī: learn (8)
dō, dare, dedī, datum: give, offer (1)
doceō, docēre, docuī, doctum: teach (8)
dūcō, dūcere, duxī, ductum: lead; consider, regard; prolong (8)
faciō, facere, fēcī, factum: make, do, accomplish (10)
fugiō, fugere, fūgī, fugitūrum: flee, hurry away; escape; go into exile; avoid, shun (10)
gerō, gerere, gessī, gestum: carry; carry on, manage, conduct, wage, accomplish, perform (8)
habeō, habēre, habuī, habitum: have, hold, possess; consider, regard (3)
intellegō, intellegere, intellēxī, intellēctum: understand (11)
inveniō, invenīre, invēnī, inventum: come upon, find (10)
mittō, mittere, mīsī, missum: send, let go (11)
moneō, monēre, monuī, monitum: remind, warn, advise (1)
possum, posse, potuī: be able, can, have power (6)
remaneō, remanēre, remānsī, remānsum: remain, stay behind, abide, continue (5)
salveō, salvēre: be well, be in good health; **salvē (salvēte)**, hello (1)
scrībō, scrībere, scrīpsī, scrīptum: write, compose (8)
sentiō, sentīre, sēnsī, sēnsum: feel, perceive, think, experience (11)
sum, esse, fuī, futūrum: be, exist (4)
terreō, terrēre, terruī, territum: frighten, terrify (1)
trahō, trahere, trāxī, tractum: draw, drag; derive, acquire (8)
valeō, valēre, valuī, valitūrum: be strong, have power; be well, fare well; **valē (valēte)**, good-bye (1)
veniō, venīre, vēnī, ventum: come (10)
videō, vidēre, vīdī, vīsum: see, observe, understand (1)
vincō, vincere, vīcī, victum: conquer, overcome (8)
vīvō, vīvere, vīxī, vīctum: live (10)

Verbs: Wheelock 13-22

Other than regular 1st conjugation. Numbers indicate Wheelock chapter.

admittō, admittere, admīsī, admissum: admit, receive, let in (17)
alō, alere, aluī, altum: nourish, support, sustain, increase; cherish (13)
careō, carēre, caruī, caritūrum: + *abl. of separation*, be without, be deprived of, want, lack, be free from (20)
cernō, cernere, crēvī, crētum: distinguish, discern, perceive (22)
_____, _____, coepī, coeptum: began (17) [NOTE: This is how the principal parts of this defective verb should have been given! *coepisse* is not a principal part, just a regular perfect infinitive. Present system is supplied by *incipiō*.]
committō, committere, commīsī, commissum: entrust, commit (15)
contineō, continēre, continuī, contentum: hold together, keep, enclose, restrain, contain (21)
cupiō, cupere, cupīvī, cupītum: desire, wish, long for (17)
currō, currere, cucurrī, cursum: run, rush, move quickly (14)
dēfendō, dēfendere, dēfendī, dēfēnsum: ward off, defend, protect (20)
dēleō, dēlēre, dēlēvī, dēlētum: destroy, wipe out, erase (17)
dīligō, dīligere, dīlēxī, dīlēctum: esteem, love (13)
discēdō, discēdere, discessī, discessum: go away, depart (20)
ēripiō, ēripere, ēripuī, ēreptum: snatch away, take away, rescue (22)
fluō, fluere, flūxī, flūxum: flow (18)
iaciō, iacere, iēcī, iactum: throw, hurl (15)
incipiō, incipere, incēpī, inceptum: begin, commence (17)
iubeō, iubēre, iussī, iussum: bid, order, command (21)
iungō, iungere, iūnxī, iūnctum: join (13) [NOTE: This is a transitive verb meaning "yoke, put (things or people) together," as in "He'll join himself with us"—NOT as in "He'll join us later."]
legō, legere, lēgī, lēctum: pick out, choose; read (18)
misceō, miscēre, miscuī, mixtum: mix, stir up, disturb (18)
moveō, movēre, mōvī, mōtum: move; arouse, affect (18)
neglegō, neglegere, neglēxī, neglēctum: neglect, disregard (17)
_____, _____, ōdī, ōsūrum: hate (20) [NOTE: This defective verb has **perfect** forms, but **present** meaning; the perfect infinitive *ōdisse* means "to hate," NOT "to have hated" (unlike *coepī*, whose perfect infinitive *coepisse* means "to have begun")]
prohibeō, prohibēre, prohibuī, prohibitum: prevent, hinder, restrain, prohibit (20)
rapiō, rapere, rapuī, raptum: seize, snatch, carry away (21)
regō, regere, rēxī, rēctum: rule, guide, direct (16)
relinquō, relinquere, relīquī, relictum: leave behind, leave, abandon (21)
sciō, scīre, scīvī, scītum: know (21)
stō, stāre, stetī, statum: stand, stand still *or* firm (13)
tangō, tangere, tetigī, tāctum: touch (21)
teneō, tenēre, tenuī, tentum: hold, keep, possess, restrain (14)
timeō, timēre, timuī: fear, be afraid of, be afraid (15)
tollō, tollere, sustulī, sublātum: raise, lift up; take away, remove, destroy (22)

Great Words to Introduce an Indirect Statement

Āit – he spake (epic contexts!)
Audiō – I hear
Cernō – I perceive
Cōgitō – I think
Crēdō – I believe
Dēmōnstrō – I point out
Dīcō – I say
Discō – I learn
Doceō – I teach
Gaudeō – I rejoice, am glad!
Habeō – I have, yes, but also *I consider*
Intellegō – I understand
Memoriā teneō – I remember (hold in my memory)
Moneō – I warn, advise
Narrō – I relate
Negō – I deny, say that...not
Nesciō – I don't know
Nūntiō – I announce
Ostendō – I show
Petō – I beg
Prōnūntiō – I proclaim
Putō – I think, guess, reckon (rather a casual word)
Sciō – I know
Scrībō – I write
Sentiō – I feel (perceive by my senses)
Spērō – I hope (the infinitive after this tends to be a future infinitive)
Videō – I see

Q-Words

quā: by what way, how

quācumque: by whatever way

quālis: of what sort, kind, nature

quam: how much, how greatly, how

with superlative adjectives and adverbs: as...as possible

quam celerrimē: as quickly as possible

quam maximus: as big as possible

with comparatives: than

quam diū: how long? as long as

quam ob rem: on what account, wherefore, therefore

quamquam: though, although, however, yet

quānam: by what way

quandō: when, since

quandōcumque: whenever, as often as

quantopere: how greatly, how much, to what extent

quantus: how much, how great

quāpropter: wherefore? therefore

quārē: how, why, wherefore? therefore

quasi: as though, as it were

quātenus to what point? since, in so far as

quem ad modum: in what manner, just as

quī, quae, quod: who, which, what, that (relative pronoun)

quī? quae? quod?: what? which? what kind of? (interrogative pronoun)

quia: because

quīcumque: whoever

quid: what

quīdam: a certain one, somebody

quidem: assuredly, certainly

quīn: why not? **Quīn etiam**: nay, rather! Indeed!

quinque: five

quippe: of course, to be sure

quis?: who?

quisnam: who, then? **quidnam**: what, then?

quispiam, quaepiam, quodpiam: anyone, anybody, any

quō: whither, to what place, for what purpose

quoad: how long, as long as

quod: because

quōminus: that not; (after verbs of hindering) from

quōmodo: how? just as

quōnam: where to, to what purpose

quondam: once, formerly, some day

quōniam: since, seeing that

quoque: also, too

quōquō: to whatever place, wherever

quot: how many? as many as

quotcumque: however many

quotiēns: as often as

quotquot: however many soever

quōusque or quō usque: how far? up to what point?

quāvīs: whither you will

V.

Mnemonics

Declension Ditties

Noun Declensions (regular m and f nouns)

a ae ae am ā,	Dashing through the snow
ae ārum īs ās īs,	on a one-horse open sleigh,
that's the **first declension**,	o'er the fields we go,
easy as you please....	laughing all the way....
Declining we will go,	The farmer in the dell, [or: A-hunting we will go,]
with us ī ō um ō,	the farmer in the dell,
e!	hey!
ī ōrum īs ōs īs	Hi-ho the derry-o
it's **second declension** ho!	the farmer in the dell!
Blank is ī em e	Row, row, row your boat
wonder if you've heard	gently down the stream;
ēs um ibus ēs and ibus	merrily, merrily, merrily, merrily,
this **declension**'s **third**!	life is but a dream!
us ūs uī um ū,	bells on bobtail ring,
ūs uum ibus ūs ibus,	making spirits bright,
fourth declension has a "u"	what fun it is to ride and sing
but also an "i" to trip us!*	a sleighing song tonight!
ēs eī eī em and ē,	One little two little three little Indians,
that's the **fifth declension**'s way,	four little five little six little Indians,
ēs ērum ēbus ēs and ēbus;	seven little eight little nine little Indians,
soon it will be famous!	ten little Indian boys!

hic, haec, hoc

Oh, **hic haec hoc**, huius huius huius,	Oh, jingle bells, jingle bells,
then it's huic huic huic;	jingle all the way;
hunc hanc hoc, and hōc hāc hōc	oh what fun it is to ride
learn THIS **demonstrative** quick...	in a one-horse open sleigh...

quī, quae, quod

quī quae quod, cuius cuius cuius,	jingle bells, jingle bells,
and it's cui cui cui;	jingle all the way;
quem quam quod, and quō quā quō—	oh what fun it is to ride
it's easy, **relative**ly!	in a one-horse open sleigh!

is, ea, id

This and **that** is **is ea id**	All around the mulberry bush
eius eī times three-oh!	the monkey chased the weasel;
eum eam and then back to id	the monkey thought 'twas all in fun.
eō eā eō	Pop goes the weasel!

Genitives in -īus

ipse ille hic and is	Twinkle, twinkle, little star;
alius īdem quī and quis	how I wonder what you are!
ūnus sōlus tōtus ūllus	Up above the world so high,
alter uter neuter nūllus**	like a diamond in the sky,
iste too; and now you see us:	twinkle, twinkle, little star;
we've got **genitives in –īus**!	how I wonder what you are!

*ūs rhymes with "goose," and "us" rhymes with "bus";
that's why the macrons are worth all the fuss!

**with thanks to Dr. Elaine Fantham

An Anthology of Jingles

After sī, nisi, num, and nē, all the ali's take a hike. (or a holiday, or fall away....)

Dūc, dīc, fac, and fer: should be an "e" but the "e" ain't there!

Bō bi bu in 1 and 2; a and e in 4 and 3.
(formation of future indicative for 1st, 2nd, 4th, and 3rd conjugations, respectively)

Cum <u>in</u>, ab! Ex dē, prō sine <u>sub</u>? <u>Super</u>!
(prepositions with the abl; underlined = acc too)

Neville Gets Dreadfully ACtive ABout Violets.
(Nominative Genitive Dative ACcusative ABlative Vocative)

Oh, four-eyes, you! (insult to the myopic)
(o i i i i u: vowel changes in 3rd conjugation present and 1st or 2nd conjugation future)

a e e e e e! (Fonzie on a roller-coaster)
(vowel changes in the 3rd or 4th conjugation future)

W**e** h**ea**r **a** l**ia**r.
W**e** **ea**t **a** p**ia**no.
(stem vowels for the pres subj: laud**e**m, mon**ea**m, dūc**a**m, aud**ia**m, cap**ia**m)

Peanut Butter Cookies Frequently Taste Darn Good.
("stop" consonants: before a liquid ["L" or "R"], these sometimes make a syllable long (or "heavy"), sometimes not. For instance, "impetrat" could be accented either "ímpetrat" or "impétrat," because "tr" is a stop + liquid.)

Conjugation Choruses

Synopsis of agō, 3 sg m (passive)

There's agitur, agētur,	O come all ye faithful,
and there's agēbātur,	joyful and triumphant,
and āctus est, āctus erat, āctus erit;	o come ye, o come ye to Bethlehem;
āctus, agendus,	come and behold Him,
agī, āctum īrī:	born the king of angels:
agātur agerētur	o come let us adore Him,
agātur agerētur	o come let us adore Him,
and āctus sit, yes that's it, and	o come let us adore Him,
āctus esset.	Christ the Lord.

Synopsis of agō, 3 sg m (active)

agit, aget, agēbat,	O Tannenbaum, o Tannenbaum,
ēgit, ēgerat, ēgerit!	how faithful are thy branches!
agat, ageret, ēgerit,	They're ever green, when summer's here,
agēns, āctūrus, ēgisset	and also green in winter's drear...

Synopsis of moneō, 1 sg m (active)

moneō, monēbō, monēbam—let's go!	[William Tell Overture]
monuī, monueram, monuerō,	
moneam, monērem, and monuerim,	
monuissem—and now I've warned him!	

Active Endings

o/m s t mus tis nt	Oh, M-I-C K-E-Y
active endings these!	M-O-U-S-E!

Passive Endings

r ris tur mur minī ntur	We wish you a merry Christmas [3 times]
they're the passive endings!	and a happy New Year!

Present Indicative and Principal Parts of sum

sum es est sumus estis sunt	O Tannenbaum, O Tannenbaum,
sum esse fuī futūrum	how faithful are thy branches!

Forms of sum

[INDICATIVE]	
sum es est	Yesterday,
sumus estis sunt is **present** tense	all my troubles seemed so far away
erō eris erit **future** next	now it looks as though they're here to stay
eram erās is **imperfect**	oh, I believe in yesterday
fuī fuistī fuit	(oh) suddenly
fuimus fuistis fuērunt, **perfect** fit,	I'm not half the man I used to be
fueram fuerās fuerat **pluperfect**	there's a shadow hanging over me
f.p., fuerō fueris fuerit	oh, yesterday came suddenly
[SUBJUNCTIVE]	
present sim sīs sit	Why she had to go
impf. essem essēs esset	I don't know, she wouldn't say
fuerim fuerīs fuerit	I said something wrong, now
fuissem fuissēs fuisset	I long for yesterday
perfect and **pluperfect**	-ay-ay-ay, yesterday

Syntax Songs

Conditionals

The **present subjunctive**	Oh come, all ye faithful,
in **future less vivid**	joyful and triumphant,
(says) if you SHOULD learn this song	oh come ye, oh come ye
you WOULD make it through.	to Bethlehem!
For **simple fact**, just	Come and behold Him,
translate the **indicatives**;	born the king of angels!
and IF you can spell PRO**TAS**IS	Oh come, let us adore Him,
THEN you can spell APO**DO**SIS	oh come, let us adore Him,
correctly, for the **TAS**k is not	oh come, let us adore Him,
so hard to **DO**!	Christ the Lord.
Future indicative	My country, ’tis of thee,
if you sing, you will live:	sweet land of liberty,
future more vivid.	of thee I sing!
The **future perfect** too,	Land where my fathers died,
in the if-clause, will do	land of the pilgrims’ pride,
nothing to the translation you	from every mountainside
vividly will give it.	let freedom ring!
The **imperfect subjunctive**	The itsy bitsy spider
says if the sun were shining,	crawled up the waterspout.
by **present contrafactual**,	Down came the rain and
the spider would be climbing....	washed the spider out....
Pluperfect subjunctive	On top of old Smokey,
says if he had known	all covered with snow,
the **past contrafactual**,	I lost my true lover—
she wouldn’t have flown.	come courtin’ too slow.

Independent Subjunctives

There's **potential**,	Oh my darlin',
and there's **jussive**,	oh my darlin',
and there's **dubitative** too.	oh my darlin' Clementine,
You WOULD sing it! LET him sing it!	thou art lost and gone for ever:
SHOULD I sing it here with you?	dreadful sorry, Clementine!

Passive Periphrastic

Future **PASSIVE PERIPHRASTIC** expialadocious	[guess]
SUM plus the **GERUNDIVE** sounds like something quite atrocious	
if your **AGENT**'s **DATIVE** then you **MUST BE BLANKED** precocious	
future **PASSIVE PERIPRHASTIC** expialadocious!	