

The Official
TEACHER'S GUIDE AND ANSWER KEY
for
WHEELOCK'S LATIN
6th Edition, Revised

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[rev. 4-18-07: WATCH for changes in this revision date, as well as the revision dates in the individual sections of the guide, as existing materials are updated and new materials added periodically.]



IMPORTANT NOTICE: If you are a student currently enrolled in a Latin class that assigns readings and translations in Wheelock for homework and/or credit and have somehow improperly gained access to this key, be aware that such access is *strictly prohibited* and very likely constitutes a violation of your school's academic-honesty policies.

The Textbook's Evolution and Contents

When Professor Frederic Wheelock's *Latin* first appeared in 1956, the reviews extolled its thoroughness, organization, and concision; at least one reviewer predicted that the book "might well become the standard text" for introducing college students and other adult learners to elementary Latin. Now, half a century later, that prediction has certainly been proven accurate. A second edition was published in 1960, retitled *Latin: An Introductory Course Based on Ancient Authors* and including a rich array of additional reading passages drawn directly from Latin literature (the **Locī Immūtātī**); the third edition, published in 1963, added Self-Tutorial Exercises, with an answer key, for each of the 40 chapters and greatly enhanced the book's usefulness both for classroom students and for those wishing to study the language independently. In 1984, three years before the author's death, a list of passage citations for the **Sententiae Antīquae** was added, so that teachers and students could more easily locate and explore the context of selections they found especially interesting; and in 1992 a fourth edition, titled *Wheelock's Latin Grammar*, appeared under the aegis of the book's new publisher, HarperCollins, in which the layout of the text was handsomely redesigned.

The fifth edition, published in 1995 and aptly retitled *Wheelock's Latin*, constituted the first truly substantive revision of the text in more than 30 years. The revisions which I introduced were intended, not to alter the basic concept of the text, but to enhance it; indeed, a number of the most significant changes were based on Professor Wheelock's own suggestions, contained in notes made available for the project by his family, and others reflected the experiences of colleagues around the country, many of whom (myself included) had long used and admired the book and had in the process arrived at some consensus about certain basic ways in which it might be improved for a new generation of students.

The most obvious change in the fifth edition reflected Wheelock's own principal desideratum, shared by myself and doubtless by most who had used the book over the years, and that was the addition of passages of continuous Latin, based on ancient authors, to each of the 40 chapters. These are in the early chapters quite brief and highly adapted, but later on are more extensive and often excerpted verbatim from a variety of prose and verse authors; some had appeared in previous editions among the **Locī Antīquī** and the **Locī Immūtātī**, while many were included for the first time in the fifth edition. Some of the Practice and Review sentences were revised or replaced, as were a few of the **Sententiae Antīquae** (which in some instances were expanded into longer readings), again as suggested in part by Professor Wheelock himself.

The chapter vocabularies, generally regarded as too sparse, were expanded in most instances to about 20–25 words, a quite manageable list including new items as well as many found previously as parenthetical glosses to the **Sententiae Antīquae**. Full principal parts were provided for all verbs from the beginning, as colleagues around the country had agreed should be done, so students would not be confronted with the somewhat daunting list previously presented in Chapter 12.

There was only minimal shifting of grammar, but in particular the imperfect tense was introduced along with the future in Chapters 5, 8, and 10, so that a past tense would be available for use in the readings at a much earlier stage. Numerals and the associated material originally in Chapter 40 were introduced in Chapter 15; and a half dozen or so important grammatical constructions previously presented in the Supplementary Syntax were instead introduced in Chapter 40 and a few of the earlier chapters. Many of the grammatical explanations were rewritten; essential information from the footnotes was incorporated into the text, while some less important notes were deleted.

Finally, I included at the end of each chapter in the fifth edition a section titled **Latīna Est Gaudium—et Ūtilis**, which presents, in a deliberately informal style, a miscellany of Latin mottoes and

well-known quotations, familiar abbreviations, interesting etymologies, classroom conversation items, occasional tidbits of humor, and even a few ghastly puns, all intended to demonstrate, on the lighter side, that Latin can indeed be pleasurable as well as edifying.

The Sixth Edition and Sixth Edition, Revised

The very considerable success of the fifth edition encouraged all of us involved—Professor Wheelock's daughters, Martha Wheelock and Deborah Wheelock Taylor, our editor Greg Chaput and his associates at HarperCollins, and myself—to proceed with the further revisions I had proposed for this new sixth edition. We all hope that teachers and students alike will benefit from the numerous improvements, the most immediately apparent of which are: the handsome new cover art, a Roman mosaic from Tunisia depicting Virgil with a copy of the *Aeneid* in his lap and flanked by two Muses representing his work's inspiration; the three maps of ancient Italy, Greece and the Aegean area, and the Mediterranean, which have been specially designed to include, inter alia, all the placenames mentioned in the book's readings and notes (except a few situated on the remotest fringes of the empire); and the numerous photographs selected primarily from classical and later European art to illustrate literary and historical figures and aspects of classical culture and mythology presented in the chapter readings. Among the less obvious but, we hope, equally helpful changes are: revision of chapter readings, especially the Practice and Review sentences, for greater clarity and increased reinforcement of new and recently introduced chapter vocabulary items; expansion of derivatives lists in the chapter vocabularies and of cross-references to related words in other chapters; and enlargement of the English-Latin end vocabulary.

The "sixth edition, revised," first published in 2005, contains a variety of additional enhancements, including slight revisions to the Introduction and to some of the sentences, reading passages, and accompanying notes, as well as further expansion of the English-Latin vocabulary designed to render even more useful the popular companion text, *Workbook for Wheelock's Latin* (in its revised third edition by Paul Comeau and myself, published concurrently with the sixth edition of Wheelock's Latin). The sixth edition, revised, is also the first in many years to appear in a hardbound version, along with the traditional paperback; audio is now available online (at www.wheelockslatin.com) for all the chapter vocabularies and other pronunciation help; and, for the first time ever, this *Teacher's Guide and Answer Key* has been written and made available online, password-protected, to instructors who provide verification of their faculty status and individuals engaged in independent study (**NOTA BENE:** if, by the way, you are a student currently enrolled in a Latin class that assigns readings and translations in Wheelock for homework and/or credit and have somehow improperly gained access to this key, please be aware that such access is *strictly prohibited* and very likely constitutes a violation of your school's academic-honesty policies).

Using *Wheelock's Latin* and Supporting Materials

Selecting what to read and translate: The Sixth Edition, Revised, of *Wheelock's Latin* very likely contains more material for translation than can actually be covered in the two or three days typically allotted to a chapter in a semester course or the week or so allotted in high school. Instructors may thus pick and choose and be selective in the material they assign: my suggestion for the first day or two is to assign for written homework only limited selections from the Practice and Review sentences and the **Sententiae Antiquae**, while reserving the others (or some of the others, carefully selected in advance)

for in-class sight translation. Assignments for the second or third day should nearly always include the reading passages following the **Sententiae Antīquae**, which will give students the experience they need with continuous narrative.

The “Optional Self-Tutorial Exercises”: Students should regularly be encouraged to practice new material at home with the Self-Tutorial Exercises located at the back of the book, checking their accuracy with the answer key that follows, and sentences from these exercises, again pre-selected for the purpose, can be used to drill mastery of new concepts via sight translation in class.

The “Workbook for Wheelock’s Latin”: Most instructors will also want their students to use the *Workbook for Wheelock’s Latin* (the revised third edition by Paul Comeau and myself, published concurrently with, and as a companion to, the sixth edition of *Wheelock’s Latin*). The *Workbook* contains a wide range of additional exercises, including for each chapter a detailed set of objectives, a series of questions designed to focus directly on the newly introduced grammar, a variety of transformation drills, word, phrase, and sentence translations, questions on etymologies, synonyms, antonyms, and analogies for new vocabulary items, and reading comprehension questions to test the student’s understanding of the chapter’s reading passages.

Those who may not have time to complete all of the many *Workbook* items provided for each chapter are advised at least to review each of the **Intellegenda** (chapter objectives), answer all the **Grammatica** (grammar review) questions and then complete at least one or two items from each section of the **Exercitātiōnēs** (i.e., one or two from the section A exercises, one or two from section B, etc.), all the **Vīs Verbōrum** (etymology and English word power) items, one or two of the Latin-to-English translations in section A of the **Lēctiōnēs** (readings), and all the items in **Lēctiōnēs B** (questions on the chapter’s continuous reading passages).

The website and other ancillary materials: There are numerous other materials designed to complement *Wheelock’s Latin* and the *Workbook for Wheelock’s Latin*, including *Vocabulary Cards and Grammatical Forms Summary for Wheelock’s Latin*, *Cumulative Vocabulary Lists for Wheelock’s Latin*, laminated *GrammarQuick Cards for Wheelock’s Latin* (these last three ancillary items are available from Bolchazy-Carducci Publishers at www.bolchazy.com) supplemental readers, computer software, and a wealth of internet resources, many of which, along with further suggestions on teaching and learning Latin via Wheelock, are listed at the official Wheelock’s Latin Series Website, www.wheelockslatin.com, and described in my book *Latin for the 21st Century: From Concept to Classroom* (available from Prentice Hall Publishers, www.phschool.com).

Listening, speaking, comprehending, and the new online audio and CD-set: Although oral-aural communication and conversational skills are sometimes—and unfortunately—given little stress in the Latin classroom, nevertheless a “correct” or at least a consistent pronunciation is essential to the mastery of any language. An ability to pronounce Latin words and sentences aloud according to the rules provided in the Introduction to *Wheelock’s Latin* will also enable students to “pronounce” correctly in their minds and, as they think of a word, to spell it correctly. The audio online at www.wheelockslatin.com includes Wheelock’s discussion of pronunciation, as well as the chapter vocabularies for all 40 chapters; the 4-CD audio set *Readings from Wheelock’s Latin* (available at www.bolchazy.com) contains this same material, plus all chapter paradigms and lively, dramatic readings of all **Sententiae Antīquae** and reading passages in the 40 chapters: both audio resources should prove invaluable for students and teachers alike.

As you proceed with your teaching from *Wheelock's Latin*, remember that the language did not merely consist of written texts to be silently read (in fact, the Romans themselves nearly always read aloud!), but it was for centuries a spoken language—a language learned and spoken, not just by famous orators, poets, and politicians, but by Roman boys and girls, in fact, just as your own native language was acquired and spoken by you in your childhood. You should keep in mind all four language learning skills in your teaching every day and employ listening and speaking activities, as well as exercises in reading and writing, in every single class you teach. Paradigms and vocabulary items should always be pronounced aloud in your classroom, and most especially you (modeling for your students) and the students themselves should read aloud—and expressively—every Latin sentence or passage you encounter.

You should also encourage your students always to read assigned Latin sentences or passages for comprehension, before they attempt a translation into English. In class, before asking them to translate, have students read aloud, and then pose a question or two about the meaning of a sentence or paragraph. And, to encourage your students' listening and comprehension skills, every test you administer should include at least a brief sentence dictation and some comprehension questions.

Updates to this Teacher's Guide and Answer Key: Check the revision dates on the title page above and in the individual sections of the guide, as this document will be updated periodically with new and revised material (a huge advantage of online publishing!). My plan is to augment the guide, as my schedule allows, with additional notes, sample lesson plans, quizzes, tests, etc.; so do “stay tuned...”
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If you are a new teacher: here are some things you need to do,

- join the American Classical League (first-time members can join free by simply requesting a free first-time membership for Latin teachers from American Classical League, Miami University, Oxford OH 45056); ACL has scholarships available that you can apply toward the cost of academic coursework, conference attendance, etc. (inquire about the Maureen O'Donnell Scholarship in particular, which awards up to \$750 for teachers working toward Latin certification, and the McKinlay Scholarship, which awards up to \$1,500 for teachers already certified to do advanced study—practically everyone who applies receives funding); visit the ACL website at <http://www.aclclassics.org/index.html>;
- buy the book *Latin for the 21st Century: From Concept to Classroom* (ISBN #0-673-57608-6), published by Prentice-Hall's school division (call 1-800-848-9500 or visit www.phschool.com);
- join the LATINTEACH internet list by visiting the website at www.latinteach.com;
- you'll find other tips for prospective, new, and veteran teachers at www.wheelockslatin.com, www.promotelatin.org, and www.classics.uga.edu/courses/latin/overview.html.

Using This Answer Key

The key for each chapter includes at least the following materials: learner objectives (adapted from the *Workbook for Wheelock's Latin* and my distance education courseguides: for information on my

distance education classes, which involve online and pronunciation practice components, visit <http://www.gactr.uga.edu/idl/>); translations of the Practice and Review sentences, the **Sententiae Antiquae**, and all reading passages for each of Wheelock's 40 chapters; brief notes and occasional teaching tips on the translation sentences and passages. Individual chapter keys are updated periodically: check the revision date at the top of the opening page for each chapter.

Obviously there will be a variety of options for most translations, especially in the later chapters and particularly for the Latin-to-English sentences, and instructors need to be aware of that and not suppose that the versions presented here are the only acceptable renderings. My general practice has been to produce English translations that are "as literal as possible within the limits of good English idiom," a rule of thumb I learned from one of my own Latin teachers years ago; frequently the translations will include in parentheses synonyms or other options, especially more natural, idiomatic renderings (the very LAST thing we want to insist upon, or accept, from our students are translations that are so literal as to be stilted, inelegant, or even non-sensical: always help your students ultimately toward natural, fluid, idiomatic versions).

Macrons: Macrons ARE important, obviously, but they are not included in the Latin sentences that are reproduced in the key and drawn directly from the textbook, because those macrons are provided in the textbook itself; however, the key does include macrons in the Latin translations that are given for the English-to-Latin Practice and Review sentences.

Abbreviations: Abbreviations employed in the key should be reasonably clear and are for the most part those employed in *Wheelock's Latin* (listed p. 492-93).

Errata: In a document of this sort, there are certain to be errors of one sort or another; I will be pleased to receive **corrigenda**, suggestions, etc., if you will email them to me at rlafleur@uga.edu.

❁ Omnibus vōbīs grātiās agō! ❁

There are many whom I am eager to thank for their support of my work on the fifth and sixth editions of *Wheelock's Latin*, the third edition of the *Workbook for Wheelock's Latin*, the second edition of *Wheelock's Latin Reader*, as well as the vocabulary cards, the website, this teacher's guide and key, and all the other *Wheelockiana*: my dear wife Alice, first of all, for giving me up to my study throughout the countless hours and days these tasks have demanded; my children, Jean-Paul, Laura Caroline, and Kimberley Ellen, their spouses, and their children, as well as Alice's Sara Jane and Tip, for their constant affection; my colleague Jared Klein, a distinguished Indo-European linguist, for reading and offering his judicious advice on my revisions to both the Introduction and the individual chapters; graduate assistants Cleve Fisher, Bill Gladhill, Amy Leonard, Adam Leven, Marshall Lloyd, Sean Mathis, Michael McGinn, Matthew Payne, and Jim Yavenditti, for their energetic and capable help with a variety of tasks; Mary Wells Ricks, long-time friend and my former Senior Associate Editor for the *Classical Outlook*, for her expert counsel on a variety of editorial matters; our department secretaries, JoAnn Pulliam and Connie Russell, for their generous clerical assistance; my editors at HarperCollins, Erica Spaberg, Patricia Leasure, and especially Greg Chaput, each of whom enthusiastically supported my proposals for the revised editions; Tim McCarthy of Art Resource in New York, as well as colleagues Jim Anderson, Bob Curtis, Timothy Gantz†, and Frances Van Keuren, for their assistance with the graphics; Tom Elliott, with the Ancient World Mapping Center, for the lion's share of the work involved in designing the sixth edition's maps; Ginny Lindzey, for her energetic service as co-designer and webmistress for www.wheelockslatin.com; Mark Miner for his highly professional readings, and Stuart

Keener for his expert technical work, on the audio site; Brad Tillery for his ingenuity and initiative in designing the vocabulary cards and related vocabulary projects; students and associates at the University of Georgia who field-tested the new material or provided other helpful assistance, among them Bob Harris and Richard Shedenhelm; colleagues around the country who offered suggestions for specific revisions to one or both of these editions, especially Ward Briggs at the University of South Carolina (whose biographies of Professor Wheelock appears in his book, *A Biographical Dictionary of American Classicists*, Westport CT: Greenwood Press, 1994, and in the Winter, 2003, *Classical Outlook*), Rob Latousek, John Lautermilch, John McChesney-Young, Braden Mechley, Betty Rose Nagle, John Ramsey, Joseph Riegsecker, Cliff Roti, Les Sheridan, David Sider, Alden Smith, and Stephen Wheeler; Dean Wyatt Anderson, for his encouragement of my own work and all our Classics Department's endeavors; Martha Wheelock and Deborah Wheelock Taylor, my dear “sisters-in-Latin,” for their steadfast advocacy of my work on the revised editions and their generous sharing of their father's notes; and finally, Professor Frederic M. Wheelock himself, for producing a textbook that has indeed become a classic in its own right and one whose revision, therefore, became for me truly a *labor amoris*.

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Spring/Summer, 2005

“He studied Latin like the violin, because he liked it.”
From Robert Frost's “The Death of the Hired Man”

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