

Ecclesiastical Latin

Start Here: Course Guide and Reusable Practice Forms

From ordinary first sentences to independent Missal reading and composition

Begin here for the curriculum roadmap, repetition method, answer use, twenty-two-packet common trunk, eight-packet poetry branch, and reusable handwritten forms.

Corpus Ordinary project Latin; classical, biblical, patristic, ecclesiastical, and poetic sources; 1962 *Missale Romanum* as the principal destination

Method Print, annotate, parse, copy, transform, translate, and compose by hand

Pacing Begin here; revisit the method and blank forms whenever they help

Document Starter guide and blank-form companion

Triptych: AI Driven Studies in Catholic Faith, Worship, and Law

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Part I

Course Handbook

CHAPTER 1

Start Here

This is a self-contained path toward broad Latin reading, with independent reading of the 1962 *Missale Romanum* as its principal destination. The course begins with ordinary project-composed sentences about visible things and actions, then widens into Scripture, Cicero, Augustine, other excellent classical and Christian prose, theology, canon law, poetry, and the varied registers of the Missal. Every assigned excerpt, explanation, vocabulary set, memory sheet, exercise, answer, and model belongs to the course bundle.

The common trunk contains twenty-two substantial packets. They group the forty-six established lessons without renumbering their stable lesson IDs. After the common advanced trunk, eight separate poetry packets form a branch for deeper work in prosody, classical meters, Christian and rhythmic verse, commentary, imitation, and composition. The trunk itself already introduces poetic syntax and supplies the poetry needed for reading the Missal.

Begin with this guide, keep the Reference Grammar and Reading Lexicon nearby, and use the Memory Workbook whenever fuller detachable repetition is useful. The four cumulative self-review companions provide fresh work at broad turning points. Use them when a fresh view of accumulated abilities would make the next direction clearer.

1.1 How every trunk packet flows

After a compact cover and contents, every packet proceeds in the same order:

1. **Teaching:** two or three connected stable lessons, each with definitions, full explanation, paradigms or decision procedures, worked examples, contrasts, and common errors;
2. **Memory Work:** populated new, short-interval, longer-interval, and cumulative vocabulary and grammar retrieval;
3. **Reading and Composition:** ordinary and source Latin chosen for the available grammar, followed by a cumulative step in writing Latin;
4. **Cumulative Practice:** all four authoritative variants for every stable lesson, followed by a qualitative description of what should be reasonably dependable before continuing;
5. **Answers and Models:** answers drawn from the same sources as the memory work, readings, compositions, and worksheets; and
6. **Scope and Sources:** the packet boundary, references actually used, and generation record.

The cover identifies the packet key, its stable lessons, what it assumes, what it develops, and what follows. Later packets use terminology and vocabulary already taught; the reference companions provide a retrieval home without replacing the packet's own teaching.

1.2 A study loop built on repetition

1. Read one coherent teaching section and follow every worked example.
2. Copy its paradigms, vocabulary forms, and model Latin by hand.
3. Close the teaching pages and retrieve the new forms, words, definitions, and contrasts before checking them.

4. Read the assigned Latin and complete its sentence-building or composition work without consulting the answers.
5. Use contrasting practice variants now and preserve others for later returns. Correct in another color and state the rule behind each substantive correction; the four printed variants are a repetition bank, not a page quota.
6. Use the packet's cumulative practice on fresh material. Continue when its listed abilities are reasonably dependable; otherwise repeat the named explanation or memory sheet and try different Latin.

There are no weeks, quotas, or fixed session lengths. A transparent section may move quickly; a dense paradigm or author may deserve several returns. Use the four variants and the Memory Workbook as repetition, not as bureaucracy. A form or word is becoming secure when it can be retrieved in a fresh context, its decisive rule can be explained, and an error can be noticed and repaired.

Keep a simple error record under five headings: forms; agreement and government; clause structure; vocabulary and idiom; composition and style. For a substantive correction, record the first decision, the corrected analysis, the evidence that decides between them, and one new example. The label "careless" explains nothing; a named rule and a fresh example make the correction reusable.

1.3 Vocabulary is a cumulative course strand

Learn a noun with its dictionary form and gender, a verb with its principal parts and constructions, and other words with the information needed to recognize and use them. A single English gloss is not enough. The populated memory rounds ask for recognition in both directions, dictionary-form reconstruction, paradigms, word families, semantic contrasts, collocations, governed cases, and use in connected Latin.

New vocabulary returns in examples, the next packet, later retrieval rounds, and cumulative readings. Use the compact packet sheets first; use the Memory Workbook for full detachable rounds, extra blank copies, and mixed review. Repetition is doing its work when recall becomes prompt enough that attention can remain on the sentence and its thought.

1.4 Reading before lookup

Before consulting a reference, mark the finite verb or verbal center, propose dictionary forms, group words by agreement and government, and record more than one formally possible reading where an ending is ambiguous. Then look up only what remains uncertain. A familiar English rendering does not replace a parse, and a parser cannot make the grammatical decision for you.

For unfamiliar text, distinguish words known directly, words inferable from form or family, and words that genuinely need lookup. Record the hypothesis before the lookup. The aim is not zero dictionary use; it is accurate, purposeful lookup that no longer substitutes for reading.

1.5 Composition begins at the beginning

Early writing changes number, person, tense, or one governed word; it then builds phrases and transparent sentences about ordinary subjects. Later work combines clauses, transforms constructions, translates under constraints, and imitates identified models. The advanced trunk develops paragraph structure, periodic prose, register, documentation, and repeated revision before asking for independent composition and research. The poetry branch applies the same progression to verse only after its opening assumptions are reasonably secure.

1.6 Before continuing

Each packet closes by naming the abilities to make reasonably dependable and the exact work worth repeating. Use fresh Latin and ask whether you can reliably recognize the relevant forms, explain the evidence for a decision, read connected sentences without leaning on remembered English, and use the same patterns in your own Latin. Occasional slips that you can detect and repair differ from repeated uncertainty about the governing rule. When uncertainty recurs, return to the exact explanation or memory sheet named by the packet and then try different Latin. Continue when the listed abilities are reasonably dependable.

1.7 How to use answers

Keep the *Answers and Models* part closed during a first attempt. For a closed item, find the form, function, government, clause relation, or source evidence that decides the answer; a matching paraphrase alone is not enough. For open composition, compare morphology, syntax, sense, cohesion, idiom, and register. A printed model is not the only possible good Latin.

Some translations admit several English wordings. An alternative is sound when it preserves agency, negation, time, dependency, and material ambiguity. Record and defend such an alternative instead of changing it merely to match the model's style.

1.8 Source classes and course limits

Received passages carry exact citations or stable IDs mapped to the passage inventory. An adaptation is labeled as an adaptation. Uncited short drills and ordinary examples are project-composed unless a local note says otherwise. English translations and glosses are project translations unless an identified human translation is named. Never treat simplified wording as the exact prose of Cicero, Augustine, Scripture, the Missal, or another source.

The course teaches reading, grammar, vocabulary, style, and composition, not pronunciation. Quoted Missal text follows the identified 1962 edition and its recorded normalization. Other authors may use different ligatures, capitalization, punctuation, consonantal *i/j*, or *u/v* conventions. Copy an assigned source as directed, but do not let typography decide a grammatical function.

CHAPTER 2

The destination

This curriculum treats Latin as a language to be read and written, not as a code in which each word is mechanically replaced by an English word. Its principal destination is the *Missale Romanum* (1962): you should eventually be able to open the book at an unfamiliar Mass, identify the grammatical spine of each text, follow its prayer, argument, narrative, or poem directly in Latin, and consult a lexicon only for genuinely unfamiliar vocabulary or names.

That destination requires wider Latin, not narrower memorization. A person who can read only familiar formulas has not yet gained transferable reading ability. The course therefore begins with transparent ordinary sentences, moves through varied prose and poetry, and returns continually to the Missal with stronger grammar, vocabulary, and literary judgment.

2.1 What broad competence includes

The common trunk develops the ability to read:

- project-composed Latin about ordinary objects, actions, places, and human relations;
- biblical narrative, exhortation, prayer, and poetry;
- selected classical prose, including increasingly demanding Ciceronian examples and periods;
- patristic and ecclesiastical prose, especially Augustine and other excellent models appropriate to the available grammar;
- selected theological, canonical, rubrical, and historical registers;
- classical, biblical, Christian, hymnic, and liturgical poetry at the level needed by the common course;
- the Ordinary, Canon, prefaces, Proper of Time, Proper of Saints, Commons, votive and Requiem texts, and principal Holy Week material in the identified Missal; and
- complete unfamiliar formularies without a facing translation.

Composition belongs to the same formation. It begins with changing one form, continues through phrases, transparent sentences, clause combination, and controlled imitation, and culminates in source-aware advanced prose. Writing reveals whether forms and constructions are available from memory rather than merely recognizable on the page.

2.2 What the course does not add

Pronunciation, phonetics, singing, chant notation, and ceremonial instruction are outside the present course. Scansion in the poetry branch concerns textual quantity and verse structure; it does not become a pronunciation guide. Grammar does not decide liturgical use, doctrine, textual authority, or canon law by itself.

CHAPTER 3

How to study without a calendar

There are no weeks, daily quotas, uniform sessions, or completion dates. The packet order preserves dependencies, but the amount of time and repetition belongs to the material and the person doing the work. Move quickly through what is genuinely transparent; remain with what is not yet dependable.

3.1 Definition and retrieval

A genuinely new technical term is defined where it is first taught. The Reference Grammar gathers those decisions in one retrieval home. Later packets use established terms without restating them unless a new distinction or a narrower meaning matters.

Definition — working definition. A concise statement of the features needed to recognize and use a concept at the present stage. A later lesson may refine it but may not silently contradict it.

Definition — qualitative readiness. A description of what you should reasonably be able to recognize, explain, read, or compose before continuing. It is tested on fresh Latin and names the exact work worth repeating when uncertainty recurs.

Definition — retrieval round. A fresh attempt to recall vocabulary, forms, rules, or constructions without copying the answer. Short and delayed rounds make the material increasingly available in connected reading and writing.

When a definition still feels abstract, use a four-part notebook entry:

1. copy the definition exactly;
2. underline the feature that distinguishes it from its nearest rival;
3. supply one Latin example and label the decisive evidence; and
4. write one non-example or contrast and explain why it differs.

Knowing a label is not enough. A term has become useful when you can identify it in fresh Latin, cite the evidence, distinguish a neighboring construction, and use it accurately where composition permits.

3.2 The study loop

1. Read one coherent teaching section and follow every worked example.
2. Copy its paradigms, vocabulary forms, and model Latin by hand.
3. Close the teaching pages and retrieve the new forms, words, definitions, and contrasts before checking them.
4. Read the assigned Latin and complete its sentence-building or composition work without consulting the answers.
5. Use contrasting practice variants now and preserve others for later returns. Correct in another color and state the rule behind each substantive correction; the four printed variants are a repetition bank, not a page quota.
6. Use the packet's cumulative practice on fresh material. Continue when its listed abilities are reasonably dependable; otherwise repeat the named explanation or memory sheet and try different Latin.

Handwriting is encouraged because it makes endings, word order, and revision visible. Typed work can supplement it. What matters is that the first decision remain available for comparison with the correction.

3.3 The error record

Keep a notebook or loose-leaf record divided into five families:

1. forms and dictionary entries;
2. agreement and government;
3. clause boundaries and syntax;
4. vocabulary, idiom, and register; and
5. composition, rhetoric, and revision.

For a substantive correction, record the original decision, the corrected form or analysis, the evidence that decides between them, and a new example. Recurring uncertainty points to an explanation or retrieval family. It does not call for restarting the course or repeating unrelated pages.

CHAPTER 4

The common trunk

The twenty-two trunk packets group forty-six established lessons. Packet IDs give the new substantial publication sequence; the stable lesson IDs remain visible inside it and continue to identify teaching, exercises, passages, and answers.

4.1 Foundations: M01–M06

Foundations begins with ordinary project-composed Latin: a fox is brown, a girl carries water, friends see a road. Concrete subject matter keeps the first forms transparent. Missal phrases and short source excerpts enter as soon as the grammar can carry them without turning recognition of a familiar prayer into a substitute for reading.

Packet	Stable lessons	Center	Before continuing
M01	EL-I.1–I.2	Form, function, case, number, gender, agreement, and the English-grammar bridge	Map a fresh simple clause, distinguish form from job, and justify basic case and agreement from Latin evidence
M02	EL-I.3–I.4	First, second, and third declensions	Recover stems, decline representative nouns, resolve common ambiguous endings in context, and use them in ordinary sentences
M03	EL-I.5–I.6	Fourth and fifth declensions; adjective systems and agreement	Control the full noun system and connect adjectives with their heads across different-looking endings
M04	EL-I.7–I.8	<i>sum</i> , <i>possum</i> , and the present active system	Recall the forms readily, distinguish predicates from objects, and narrate or describe simple present, past, and future actions
M05	EL-I.9–I.10	Perfect active, passive systems, and deponents	Track time, voice, agency, participial agreement, and deponent form and sense in a fresh paragraph
M06	EL-I.11–I.12	Pronouns, prepositions, reference, and a repeatable reading method	Follow reference and government through connected Latin, read a short unfamiliar passage by method, and write a coherent paragraph from controlled vocabulary

Composition moves from substitution and inflection in M01 to connected ordinary prose in M06. The vocabulary strand begins with concrete objects, colors, people, places, and actions before adding frequent biblical, ecclesiastical, and Missal vocabulary.

4.2 Core grammar: M07–M12

Core grammar develops the non-finite and clause structures needed for mature prose. Readings broaden deliberately: narrative and reported speech, selected classical sentences, Vulgate prose, and early patristic passages stand beside liturgical examples.

Packet	Stable lessons	Center	Before continuing
M07	EL-II.1–II.2	Relative, interrogative, and indefinite reference; comparison, adverbs, and number	Follow reference chains and degree through a fresh passage and use the same resources in clear description
M08	EL-II.3–II.4	Infinitives, indirect statement, participles, and the ablative absolute	Identify controllers, subjects, voice, relative time, and attachment before translating or recomposing
M09	EL-II.5–II.7	Subjunctive morphology and sequence; purpose, result, indirect command, and substantive clauses	Form the subjunctive system, classify clauses from converging evidence, and compose connected examples without treating <i>ut</i> as a complete explanation
M10	EL-II.8–II.10	Temporal, causal, concessive, conditional, and characteristic relations	Explain speaker stance and clause relation in a mixed paragraph, then vary those relations in composition
M11	EL-II.11–II.12	Commands, prohibitions, wishes, fearing, gerund, gerundive, supine, and periphrastics	Distinguish volition, fear, obligation, purpose, and verbal-noun functions in reading and writing
M12	EL-II.13–II.14	Place, time, means, manner, cause, marked order, ellipsis, attraction, and compression	Reconstruct a difficult sentence without losing printed forms and explain what its actual order contributes

By M12, controlled writing has become multi-clause composition. Ciceronian and Augustinian examples can now be studied for architecture as well as decoded for propositions, while every attribution and adaptation remains explicit.

4.3 Missal-centered reading: M13–M18

These packets reorganize the accumulated grammar by genre. They remain broad Latin packets: biblical, patristic, classical, and ecclesiastical parallels test transfer and illuminate genuine differences of register. The Missal now becomes the sustained center rather than the only source of sentences.

Packet	Stable lessons	Center	Before continuing
M13	EL-III.1–III.2	Independent lookup discipline and the Ordinary	Read recurring formulas as grammar rather than remembered translation and carry the same method into an unrelated prose passage
M14	EL-III.3–III.4	Collects, Secrets, Postcommunions, compressed petition, gift, and effect	Map unfamiliar orations without forcing one label where Latin permits more than one relation; imitate a supplied frame
M15	EL-III.5–III.6	Lessons, Epistles, Gospels, argument, narrative, speech, and biblical idiom	Follow a complete argument or narrative, distinguish its register, summarize directly, and recast part in simpler Latin
M16	EL-III.7–III.8	Chants, sequences, prefaces, and the Roman Canon	Recover poetic and periodic dependencies, mark responsible ellipsis, and explain what prose order would lose

Packet	Stable lessons	Center	Before continuing
M17	EL-III.9–III.10	Temporal, Sanctoral, and Commons	Transfer vocabulary and genre knowledge across seasons, saints, and reusable formulary patterns without guessing from familiarity
M18	EL-III.11–III.12	Holy Week, Requiem, and complete unfamiliar Masses	Sustain direct reading across every genre of a fresh formulary, log only genuine lookups, and explain consequential grammatical decisions

Poetry in M16 and M18 is treated as poetry: word displacement, parallelism, ellipsis, imagery, verbal recurrence, and written-ending pattern are part of reading. The neutral prose scaffold is a tool, not a claim that poetic order is ornamental or defective.

4.4 Common advanced trunk: M19–M22

The advanced trunk brings excellent prose models to the foreground. Cicero, Augustine, biblical and patristic prose, liturgical periods, theology, canon law, and other audited selections teach register, rhetoric, source awareness, imitation, and sustained composition.

Packet	Stable lessons	Center	Before continuing
M19	EL-A1–A2	Register across time, Vulgate texture, and biblical idiom	Compare exact passages, describe real differences without caricature, and write short imitations in two declared registers
M20	EL-A3–A4	Allusion, context, rhetoric, and periodic prose	Trace or reject a proposed source responsibly, diagram a long period, and explain how exact rhetorical members order thought
M21	EL-A5–A6	Textual collation, commentary, and controlled imitation	Keep witness, normalization, analysis, and editorial choice distinct while changing propositions inside an identified stylistic frame
M22	EL-A7–A8	Guided and independent composition, revision, and research	Plan, draft, revise, annotate, and defend substantial Latin prose whose grammar, idiom, register, and source use remain accountable

Advanced composition is therefore the culmination of a strand begun in M01, not an activity attached after reading has ended. M22 also supplies the common advanced abilities assumed by the poetry branch.

CHAPTER 5

The advanced poetry branch

The branch begins after the common advanced trunk and consists of eight separately printable packets. It deepens poetry without displacing advanced prose or implying that the common trunk omitted poetic Missal texts.

Packet	Center	Developed ability
P1	Textual prosody	Mark quantity, feet, elision, caesura, and poetic syntax on the page while keeping textual analysis distinct from pronunciation
P2	Hexameter	Scan and interpret selected elevated narrative, especially Virgilian models, relating syntax, line movement, and imagery
P3	Elegiac verse	Read the couplet's contrast and closure, compressed diction, and selected classical transformations
P4	Lyric meters	Recognize selected Horatian architectures and explain how stanza, syntax, and rhetorical progression cooperate
P5	Christian poetics	Compare classical inheritance, biblical language, and Christian transformation in the verified Pentecost Sequence and clearly labeled project comparisons
P6	Rhythmic hymnody and sequences	Distinguish quantity from syllable count, line grouping, repeated syntax, and written endings while reading the complete supplied sequence and project hymn-style comparisons as literary wholes, without inferring pronunciation
P7	Poetic commentary	Write source-aware commentary on diction, allusion, imagery, sound, syntax, meter, and theological or liturgical context without confusing grammatical analysis with disciplinary authority
P8	Verse composition	Move from substitution and line imitation through constrained stanzas to revised original verse with a declared model and a source-and-idiom record

The opening of each poetry packet states the forms, syntax, and literary analysis it assumes. A person may return to a trunk reading, rhetoric, or composition packet whenever those foundations need renewal.

CHAPTER 6

From translation to direct reading

Translation remains useful when it exposes grammatical relations. It becomes less central as direct comprehension grows.

1. **Foundations and core grammar:** write structural English that keeps Latin relations visible, then natural English.
2. **Early sustained reading:** annotate clause and dependency structure and give a concise English summary rather than replacing every line.
3. **Later Missal reading:** paraphrase transparent clauses in easier Latin and answer comprehension questions from the Latin.
4. **Advanced work:** use English chiefly for grammatical, textual, and literary commentary; understand and discuss the text from its Latin form.

Never hide uncertainty beneath elegant English. During study, an awkward structural version that reveals the syntax is more useful than polished prose built on a mistaken subject or clause relation.

CHAPTER 7

Vocabulary, memory, and reference discipline

The vocabulary sequence overlaps six broad strands: ordinary concrete Latin; general high-frequency Latin; classical prose; biblical and patristic Latin; theological and canonical Latin; and liturgical and Missal-specific formulas. A word may belong to several strands. The controlling registry records its citation form, working senses, morphology, usage or government, strand, first appearance, and later returns.

Each packet prints compact new, short-return, longer-return, and cumulative memory rounds. The Memory Workbook supplies fuller detachable sheets for Latin-to-English recognition, English-to-Latin production, dictionary forms, principal parts, paradigms, usage and government, grammar facts, reconstruction, and controlled composition. Use blank forms for additional rounds without replacing the populated course sequence.

Look up a word only after recording a morphological hypothesis: lemma, part of speech, likely form, and likely function. Then choose a sense that fits the construction, author, and context. Copying the first gloss is not reading.

For an unfamiliar passage, mark words as known directly, inferable from form or family, or genuinely needing lookup. The final ability permits lookup for rare names and uncommon vocabulary. It does not rely on a facing translation or a parser that makes grammatical decisions in advance.

CHAPTER 8

Cumulative self-review

Four separate companions gather fresh work after broad stretches of the trunk: Foundations, Core Grammar, Missal Reading, and Advanced Reading and Composition. Parallel forms permit a later return without simply remembering the first answer. The Missal-reading companion prints two identified formularies for its first returns and a fixed fresh pair for transfer; no outside Missal or source-selection procedure is needed.

Use these reviews diagnostically. Compare answers by their deciding evidence, record recurring uncertainty, revisit the named teaching or memory family, and return later with different Latin. A sound result is described in abilities: forms recalled in fresh contexts, clauses explained from evidence, connected Latin understood directly, and composition revised by defensible rules and models.

Fluency is retained access. While beginning a new packet, continue a small amount of earlier vocabulary retrieval, copying, parsing, direct reading, and composition so that previous forms remain available in new contexts.

Part II

Reusable Practice Forms

CHAPTER 1

Blank Forms for Repeated Work

Packet start and practice choice

Record present abilities and choose two contrasting worksheet variants before adding more.

Date _____ Return number _____

Packet/text _____ Practice form _____

Earlier abilities in use

What I can already do unaided

Ability this packet develops

First worksheet
(forms/parsing)

Second worksheet
(reading/composition)

Fresh text/form for a later
return

What would trigger more
practice

Retrieval prediction: Before opening the lesson, write what you expect the new rule to connect to.

Blank noun paradigm

Fill from memory, then correct in another color and state every syncretic form.

Date _____ Return number _____

Packet/text _____ Practice form _____

	Singular	Plural
Nominative		
Genitive		
Dative		
Accusative		
Ablative		
Vocative		
Dictionary form:		

Stem and declension evidence: _____

Gender evidence/exceptions: _____

Three Missal phrases using different cases:

Blank adjective agreement grid

Supply one first/second-declension and one third-declension adjective with nouns from different declensions.

Date _____ Return number _____

Packet/text _____ Practice form _____

	Masculine	Feminine	Neuter
Nom. sg.			
Gen. sg.			
Dat. sg.			
Acc. sg.			
Abl. sg.			
Nom. pl.			
Gen. pl.			
Dat. pl.			
Acc. pl.			
Abl. pl.			

Rule demonstrated: _____

Verb synopsis

Choose one verb and write one requested person/number through the complete system.

Date _____ Return number _____

Packet/text _____ Practice form _____

Principal parts: _____

	Indicative	Subjunctive
Present		
active/passive		
Imperfect		
active/passive		
Future		
active/passive		
Perfect		
active/passive		
Pluperfect		
active/passive		
Future perfect		
active/passive		

Infinitives (six):

Participles (four):

Imperatives/verbal nouns:

Noun, adjective, and pronoun parsing

One row per printed form. Do not consult a parser.

Date _____ Return number _____

Packet/text _____ Practice form _____

Form	Lemma	Morphology	Head/governor	Function/evidence
------	-------	------------	---------------	-------------------

Verb and clause parsing

Classify the clause before assigning a contextual subjunctive label.

Date _____ Return number _____

Packet/text _____ Practice form _____

Form	Lemma	Morphology	Subject	Clause/use/complements
------	-------	------------	---------	------------------------

Copy the printed sentence first. Preserve every form when reconstructing. Put supplied words in brackets.

Packet/text _____ Practice form _____

[illegible]

Structural and natural reading

Use structural English to expose grammar, then rewrite naturally without changing the claim.

Date _____ Return number _____

Packet/text _____ Practice form _____

Latin text/citation:

Structural version (retain clause and modifier relations):

[illegible]

Natural version:

[illegible]

One uncertainty the polished version could conceal:

Unseen-text lookup discipline

Write a morphology/function hypothesis before every dictionary lookup.

Date _____ Return number _____

Packet/text _____ Practice form _____

Form	Lemma hypothesis	Form/function hypothesis	Confirmed entry/sense	Why it fits
------	---------------------	-----------------------------	--------------------------	-------------

False lookup that better morphology would have prevented: _____

A correction is incomplete until the deciding rule and a new example are written.

Packet/text _____ Practice form _____

Original decision	Correct analysis/form	Deciding rule/evidence	New example
-------------------	--------------------------	------------------------	-------------

21

Vocabulary family

Learn construction and semantic range, not an isolated gloss.

Date _____ Return number _____

Packet/text _____ Practice form _____

Lemma/principal parts: _____

Word family and compounds:

Constructions/case government:

Three source contexts and precise senses:

Tempting but wrong first-gloss use:

Original controlled sentence:

Bidirectional vocabulary retrieval

Fold or cover one side. Recall Latin from meaning and meaning from Latin; then correct in another color.

Date _____ Return number _____

Packet/text _____ Practice form _____

Round	Latin dictionary form	Core sense and range	Gender, principal parts, or government
-------	-----------------------	----------------------	--

1

2

3

4

5

6

7

8

Words missed on more than one return: _____

Two fresh sentences using those words:

Grammar and construction retrieval

Write the form or rule before looking; then supply one inherited example and one new example.

Date _____ Return number _____

Packet/text _____ Practice form _____

Prompt	Rule, ending, or construction	Inherited example	New example
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Confusable pair to contrast on the next return:

Definition and contrast ledger

Turn a technical label into a rule that can decide a real analysis. Restate it here whenever a later unit gives it a narrower or more advanced use.

Date _____ Return number _____

Packet/text _____ Practice form _____

Term and grammatical category: _____

Precise definition—the feature that makes an instance belong:

What the definition does *not* claim:

Nearest confusable term: _____

Deciding contrast between them:

Canonical Latin example, with the defining feature marked:

Fresh Latin example of my own:

Later context in which I needed this restatement:

Collect syntax map

Knowledge of liturgical function is assumed; analyze the language.

Date _____ Return number _____

Packet/text _____ Practice form _____

Address: _____

Ground (relative/participial/appositional material):

Main petition and complements:

Purpose/result/content:

Conclusion and antecedents:

Ablatives, non-finite forms, and ellipsis:

One-sentence direct Latin summary:

Allusion dossier

Classify quotation, adaptation, formula, echo, or parallel only after inspecting context.

Date _____ Return number _____

Packet/text _____ Practice form _____

Liturgical phrase and full parse:

Proposed source plus context window:

Exact overlap / morphological adaptation:

Evidence for:

Evidence against / alternative source:

Final classification and contribution to reading:

Rhetorical analysis

A figure earns a place only when exact Latin forms prove it and its work is explained.

Date _____ Return number _____

Packet/text _____ Practice form _____

Sentence and grammatical spine:

Pattern/figure with exact corresponding forms:

Relation to word order and clause structure:

Effect on progression, contrast, emphasis, or closure:

Rejected overclaim:

Controlled imitation:

Keep a diplomatic base separate from a normalized reading.

Packet/text _____ Practice form _____

Base witness/edition/page: _____

Location/base	Witness 2	Witness 3	Classification/decision
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12
13	13	13	13
14	14	14	14
15	15	15	15
16	16	16	16
17	17	17	17
18	18	18	18
19	19	19	19
20	20	20	20
21	21	21	21
22	22	22	22
23	23	23	23
24	24	24	24
25	25	25	25
26	26	26	26
27	27	27	27
28	28	28	28
29	29	29	29
30	30	30	30
31	31	31	31
32	32	32	32
33	33	33	33
34	34	34	34
35	35	35	35
36	36	36	36
37	37	37	37
38	38	38	38
39	39	39	39
40	40	40	40
41	41	41	41
42	42	42	42
43	43	43	43
44	44	44	44
45	45	45	45
46	46	46	46
47	47	47	47
48	48	48	48
49	49	49	49
50	50	50	50
51	51	51	51
52	52	52	52
53	53	53	53
54	54	54	54
55	55	55	55
56	56	56	56
57	57	57	57
58	58	58	58
59	59	59	59
60	60	60	60
61	61	61	61
62	62	62	62
63	63	63	63
64	64	64	64
65	65	65	65
66	66	66	66
67	67	67	67
68	68	68	68
69	69	69	69
70	70	70	70
71	71	71	71
72	72	72	72
73	73	73	73
74	74	74	74
75	75	75	75
76	76	76	76
77	77	77	77
78	78	78	78
79	79	79	79
80	80	80	80
81	81	81	81
82	82	82	82
83	83	83	83
84	84	84	84
85	85	85	85
86	86	86	86
87	87	87	87
88	88	88	88
89	89	89	89
90	90	90	90
91	91	91	91
92	92	92	92
93	93	93	93
94	94	94	94
95	95	95	95
96	96	96	96
97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

Normalized reading (label every normalization):

Composition proposition plan

Plan content and Latin relations before writing polished English or Latin.

Date _____ Return number _____

Packet/text _____ Practice form _____

Audience/register/genre/length: _____

Intended proposition	Latin architecture/model
----------------------	--------------------------

1

2

3

4

5

6

Likely English calques to avoid:

Three-pass composition revision

Use separate ink colors or marginal symbols for each pass.

Date _____ Return number _____

Packet/text _____ Practice form _____

Skeleton pass—finite verbs, subjects, clause relations, sequence, complements:

Concord pass—agreement, case government, pronoun reference:

Idiom pass—attested senses, constructions, order, cohesion, register:

Three substantive revisions and their rules/models:

Delayed reread result:

Document quotation, close imitation, and disputed construction.

Packet/text _____ Practice form _____

Draft phrase	Source/reference	Adaptation made	Reason/evidence
--------------	------------------	-----------------	-----------------

Possible patchwriting detected and revision plan:[illegible]

Complete-Mass direct-reading record

Use no facing translation. Count lookup quality, not merely lookup quantity.

Date _____ Return number _____

Packet/text _____ Practice form _____

Mass/formulary: _____

Text/genre	Direct	Lookups	Principal syntax/source note
------------	--------	---------	------------------------------

Introit

Collect

Lesson/Epistle

Gradual / Alleluia /
Tract

Gospel

Offertory

Secret

Preface / Canon
variable

Communion

Postcommunion

Direct Latin summary and remaining uncertainty:

Before-continuing record

Continue when the stated abilities are reasonably dependable in fresh work; keep uncertain material active.

Date _____ Return number _____

Packet/text _____ Practice form _____

Fresh text/form: _____ Conditions/aids:

Morphology evidence

Syntax and direct-reading
evidence

Composition evidence

Repeated error families

Memory or practice sheets to
repeat

Delayed parallel form/date

What is dependable; what
remains active

What remains active while the next volume begins:

Copy one authentic paragraph exactly. On a second copy, mark endings, clause boundaries, and word families.

Packet/text _____ Practice form _____

Citation: _____

One pattern reproduced from memory:

Part III

Scope and Sources

CHAPTER 1

Scope and Qualifications

1.1 Companion role

This publication is EL-GUIDE, *Start Here: Course Guide and Reusable Practice Forms*, in Triptych's print-first, self-paced Ecclesiastical Latin curriculum. It contains the course destination, self-paced study and answer methods, complete trunk and poetry-branch roadmap, qualitative before-continuing method, and reusable blank forms. It contains no packet teaching, populated memory set, worksheet bank, or cumulative review form.

It supports the twenty-two-packet common trunk and, where relevant, the eight-packet advanced poetry branch. It does not replace their substantive teaching, memory work, readers, composition, cumulative practice, or answers. Begin here, then return to the study method or an individual form whenever it is useful.

Every ordinary task in this companion is completable from material printed in the course set. A method exercise may explain how later independent research uses a full lexicon, source book, or page image, but no unavailable person or outside book controls the answer to the supplied work.

1.2 Corpus, review, and rights

The principal reading destination is the 1962 typical edition of the *Missale Romanum*; ordinary project Latin, classical prose and poetry, the identified Clementine Vulgate, patristic prose, hymnody, scholastic Latin, and other exact recorded texts form the broader learning corpus. This is a language-study aid, not an official liturgical book, pronunciation or ceremonial course, critical edition, or authority for a liturgical, theological, historical, textual, or canonical judgment.

Course-wide research records own edition, passage, lexicon, answer, curriculum, and source decisions; this leaf's companion map records its local selection and role. No independent Latinist, liturgist, pedagogue, theologian, textual scholar, or ecclesiastical reviewer is claimed. Received text, donor provenance, collation, and redistribution limits remain exactly as recorded. Redesigned PDFs require their own complete build, review, install, and exact-byte authorization; the status of earlier installed snapshots does not transfer to changed files.

CHAPTER 2

References

These references identify and verify the received Latin printed in the course. Every passage, gloss, comparison text, and model needed for the work is already supplied in the packet or its course companions; consulting the source editions is not part of ordinary packet completion. Project explanation, translation, reconstruction, exercises, comparison sets, and compositions are distinguished from received wording by the P/R convention in the scope record.

2.1 Missal and biblical corpus

- Catholic Church, *Missale Romanum ex decreto SS. Concilii Tridentini restitutum, Summorum Pontificum cura recognitum*, editio typica (Rome: Typis Polyglottis Vaticanis, 1962). Page images control doubtful wording over OCR or a searchable presentation.
- The four complete course dossiers are listed separately so each stable ID remains legible:
 - MR62-FORM-ADV1: First Sunday of Advent, printed pp. 1–2;
 - MR62-FORM-PENT: Pentecost, pp. 356–358;
 - MR62-FORM-XII-PENT: Twelfth Sunday after Pentecost, pp. 392–393;
 - MR62-FORM-XXIII-PENT: Twenty-third Sunday after Pentecost, pp. 416–417.
 The identified page images were visually checked.
- *Biblia Sacra Vulgatae Editionis, Sixti V et Clementis VIII*, Michael Hetzenauer, ed. (1914), is the controlling biblical comparison witness where a passage record names it. A Missal reading remains a Missal reading even when it quotes or adapts Scripture.

2.2 Verified connected prose

- CAES-DUPONTET1900: Renatus Du Pontet, ed., *C. Iuli Caesaris Commentariorum pars prior* (Oxford: Clarendon, 1900), *Bellum Gallicum* 1.1.1.
- CIC-FALCONER1923: W. A. Falconer, ed., *De senectute, De amicitia, De divinatione* (Cambridge, MA: Harvard University Press, 1923), *Laelius* 6.20. The course reproduces no facing edition translation.
- HIER-CSEL54: Isidor Hilberg, ed., *S. Eusebii Hieronymi Epistulae*, CSEL 54 (Vienna and Leipzig: Tempsky and Freytag, 1910), *Epistula* 22.30.4.
- AUG-CSEL33: Pius Knöll, ed., *S. Aureli Augustini Confessionum libri XIII*, CSEL 33 (Vienna: Tempsky, 1896), *Confessiones* 1.1.1 and 10.27.38.
- AMB-KRAB1857: Johann Georg Krabinger, ed., *De officiis ministrorum libri III* (Tübingen: H. Laupp, 1857), 1.11.38.
- THOM-LEON4: *Sancti Thomae Aquinatis Opera omnia iussu impensaque Leonis XIII*, vol. 4 (Rome: Typographia Polyglotta, 1888), *Summa theologiae* I, q. 1, a. 1, corpus opening.

2.3 Verified poetry

- PHAED-POST1919: J. P. Postgate, ed., *Phaedri Fabulae Aesopiae* (Oxford: Clarendon, 1919), 1.1.1–6.
- VERG-HEND1891: John Henderson, ed., *Aeneid, Book I* (Toronto: Copp, Clark, 1891), 1.1–4.
- OVID-OWEN1885: S. G. Owen, ed., *P. Ovidi Nasonis Tristium libri V* (Oxford: Clarendon, 1885), 1.1.1–2.
- HOR-WICKGAR1912: E. C. Wickham and H. W. Garrod, eds., *Q. Horati Flacci opera* (Oxford: Clarendon, 1912), *Carmina* 1.11.
- MR62-FORM-PENT: the complete Pentecost Sequence in the 1962 Missal, printed p. 357.

The consulted print editions are public domain in the United States as recorded in the edition manifest. Their scans are verification witnesses and are not reproduced. All English renderings in the course are new project translations. Candidate passages by other authors remain outside the received course corpus until an exact edition and page have been checked.

2.4 Grammar and Reading Lexicon

The course's Reference Grammar and complete controlled Reading Lexicon are the immediate aids for packet work. The inherited comparison bibliography includes J. H. Allen and J. B. Greenough, *New Latin Grammar* (1903); Charles E. Bennett, *New Latin Grammar*, 1918 revision; Charlton T. Lewis and Charles Short, *A Latin Dictionary* (1879); and Du Cange et al., *Glossarium mediae et infimae latinitatis*, L. Favre ed. (1883–1887).

Those works describe different strata and do not form one undifferentiated authority. A classical rule does not by itself establish a biblical, patristic, medieval, or stable liturgical development. Most inherited rule explanations lack a recorded locus-by-locus chain to those works, so the course does not claim that every rule or project gloss has received an independent external lexical audit.

2.5 Citation and normalization

Missal passages are cited by stable source ID, liturgical locus, genre, and printed pages; biblical passages by book, chapter, and verse; historical authors by work and section. Declared changes of *j/i*, *u/v*, ligature, capitalization, punctuation, accent, or line display are recorded apart from substantive variants. A prose-order reconstruction, scansion display, or composition remains P analysis even when every word derives from a received passage. The edition manifest, source ladder, poetry map, and passage inventory give the exact page-image locators and remaining evidence limits.

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