

Ecclesiastical Latin

EL-M01: Form, Case, and Agreement

Read and compose simple clauses by distinguishing inflected form, syntactic function, case, number, gender, agreement, and government

Packet key	M01
Stable lessons	EL-I.1,I.2
Course stage	Foundations
What this assumes	Fluent English reading and willingness to learn the clause labels taught here; no prior Latin
Continue with	EL-M02, The Noun Systems

EL-GUIDE explains the course-wide study loop, source labels, answer use, and repetition method. This packet begins with substantive teaching and supplies its own memory work, readings, composition, cumulative practice, and models.

Contents

I	Teaching	1
1	Unit 1: From English Grammar to Latin Forms	1
1.1	The English bridge	1
1.2	What a dictionary entry promises	2
1.3	Handwritten study and controlled composition	3
2	Unit 2: Case, Number, Gender, and Agreement	4
2.1	The case map	4
2.2	Agreement and government	4
2.3	Handwritten study and controlled composition	5
II	Memory Work	6
1	Vocabulary, forms, and constructions from memory	6
1.1	New lexemes	6
1.2	Cumulative retrieval	7
1.3	Grammar retrieval	8
1.4	Reconstruct and compose	9
III	Reading and Composition	10
1	Connected Latin and written expression	10
2	Reader: the brown fox	10
2.1	Read before analyzing	10
2.2	What the endings are already doing	10
2.3	Memory and composition	10
2.4	Before continuing	10
2.5	From form to function — connected practice	11
2.6	Dictionary forms and visible evidence — connected practice	11
2.7	First composition ladder — connected practice	11
IV	Cumulative Practice	12
1	Unit 1: The Grammar Bridge	12
	Worksheet I.1 — Variant A	12
	Worksheet I.2 — Variant B	13
	Worksheet I.3 — Variant C	14
	Worksheet I.4 — Variant D	15
2	Unit 2: Case and Agreement	16
	Worksheet I.5 — Variant A	16
	Worksheet I.6 — Variant B	17
	Worksheet I.7 — Variant C	18
	Worksheet I.8 — Variant D	19
3	Before continuing	20
V	Answers and Models	21
1	Memory-work answers	21
	Lexeme and retrieval models	21
	Grammar models	21
	Reconstruction and composition models	22
2	Reading, composition, and practice models	23
3	Reader: the brown fox	23
3.1	Read before analyzing	23
3.2	What the endings are already doing	23
3.3	Memory and composition	23
3.4	Models and points to check	23
4	Unit 1: The Grammar Bridge	25
	Solution I.1 — Variant A	25

	Solution I.2 — Variant B	26
	Solution I.3 — Variant C	27
	Solution I.4 — Variant D	28
5	Unit 2: Case and Agreement	29
	Solution I.5 — Variant A	29
	Solution I.6 — Variant B	30
	Solution I.7 — Variant C	31
	Solution I.8 — Variant D	32

VI Scope and Sources 33

1	Scope and Qualifications	33
1.1	Packet boundary	33
1.2	Controlling records and local state	33
2	References	34
2.1	Missal and biblical corpus	34
2.2	Verified connected prose	34
2.3	Verified poetry	34
2.4	Grammar and Reading Lexicon	35
2.5	Citation and normalization	35

Part I

Teaching

CHAPTER 1

Unit 1: From English Grammar to Latin Forms

This lesson develops the ability to:

- distinguish a clause, subject, finite verb, direct object, predicate complement, modifier, and prepositional phrase;
- explain why Latin endings, rather than position alone, identify a word's work; and
- expand the dictionary forms of a noun, adjective, ordinary verb, deponent verb, and pronoun into usable grammatical information.

1.1 The English bridge

Begin with an ordinary assertion:

Vulpes fusca est. "The fox is brown."

Vulpes is what the clause is about, *est* makes the assertion, and *fusca* describes the fox. Two more everyday clauses introduce the other relations used below: *Puella librum legit*, "The girl reads a book"; *Canis sub arbore dormit*, "The dog sleeps under a tree". The course begins with ordinary people, animals, objects, colors, and actions so that basic grammar is visible before liturgical register adds its own vocabulary and compression.

A **clause** makes an assertion, asks a question, or expresses a command. Its **subject** is what the clause is about; its **finite verb** is marked for person and number and anchors the clause. A **transitive verb** is one whose construction can take a direct object. A **direct object** is the noun, pronoun, or noun-equivalent selected by that verb without a preposition; it may name what is affected, perceived, produced, possessed, or otherwise directly involved in the event. A **predicate complement** completes a linking verb by identifying or describing the subject: a predicate noun identifies it, while a predicate adjective describes it. In "the girl reads the book," "the girl" is the subject, "reads" is the finite verb, and "the book" is the direct object. In "the fox is brown," "brown" is a predicate adjective linked to the subject by "is". A **modifier** limits or describes another word; a **prepositional phrase** begins with a preposition and includes the preposition's object and its modifiers.

The five labels on a finite verb answer different questions. **Person** identifies speaker (first), addressee (second), or someone or something else (third). **Number** distinguishes singular from plural. **Tense** locates or presents the action in time. **Voice** shows whether the subject acts or receives the action. **Mood** presents the action as a statement, command, wish, possibility, or another kind of utterance. These labels describe the Latin form; an idiomatic English translation may express them differently.

English normally signals these relations by word order and helper words. Latin can signal them by **inflection**: a controlled change in a word's form, usually its ending, that marks grammatical information. Thus *Puella librum legit* and *Librum legit puella* both mean "The girl reads the book". The endings, not first and last position, identify subject and object. Word order still matters for emphasis and rhythm, but it is not the first parsing tool. The same grammar soon carries sacred matter: *Deus amat hominem* and *hominem amat Deus* both mean "God loves the human being".

A five-question first pass

For every finite clause ask, in this order: (1) What is the finite verb? (2) What person, number, tense, voice, and mood does its ending show? (3) What nominative word agrees with its number and can be its subject? (4) Which remaining forms are required by the verb or a preposition? (5) Which words agree with, possess, or modify those forms? Do not translate until each visible ending has a proposed job.

1.2 What a dictionary entry promises

A dictionary's **citation form** is the conventional form under which a word is listed. The additional forms printed with it are not optional variants: they reveal information that the first form alone cannot supply. A **stem** is the stable base to which endings are added. A verb's **principal parts** are its listed forms from which the major stems and systems can be recovered. In the noun entries below, the **nominative** is the headword and usual subject form, while the **genitive** is the "of" form that reveals the stem and declension. **Gender** is the noun's grammatical class (masculine, feminine, or neuter), which controls agreement. A **declension** is a noun's pattern of case endings; a **conjugation** is the corresponding inflectional pattern for a verb.

Kind	Citation form	Information supplied
Noun	<i>gloria, gloriæ f.</i>	nominative singular, genitive singular, gender; the genitive reveals declension and stem
Adjective	<i>sanctus, sancta, sanctum</i>	nominative singular forms for masculine, feminine, and neuter
Third-declension adjective	<i>omnis, omne</i>	masculine/feminine and neuter nominative singular; genitive is <i>omnis</i>
Verb	<i>laudo, laudare, laudavi, laudatum</i>	first-person present, present infinitive, first-person perfect, and supine/perfect-participle base
Deponent verb	<i>sequor, sequi, secutus sum</i>	present form, infinitive, and perfect form; passive morphology but active meaning
Pronoun	<i>hic, hæc, hoc</i>	masculine, feminine, and neuter nominative singular forms

Never guess a noun's stem from the nominative alone. Remove *-is* from its genitive singular: *regis* gives *reg-*; *corporis* gives *corpor-*. For a regular verb, the infinitive identifies its conjugation. Perfect stems, however, must normally be learned from the third principal part: *rego, regere, rexi* has perfect stem *rex-*, not **regiv-*.

Worked example: *In principio erat Verbum* (Jn 1:1)

Worked passage ID: *W.I.1*; exact source and collation state are recorded in the passage inventory.

Form	Dictionary form	Morphology	Function	Sense here
<i>erat</i>	<i>sum, esse, fui</i>	3rd singular, imperfect active indicative	finite verb	was

The finite verb comes before its grammatical subject.

Form	Dictionary form	Morphology	Function	Sense here
<i>Verbum</i>	<i>verbum, -i n.</i>	nominative singular neuter	subject	the Word

The capital is helpful, but the nominative ending supplies the syntax. *in* governs the ablative *principio*, “in the beginning”. Translation: “In the beginning was the Word.”

Worked example: *Dominus vobiscum* (Mass dialogue)

Worked passage ID: W.I.2; exact source and collation state are recorded in the passage inventory.

Dominus is nominative singular, “the Lord”. *vobiscum* is *cum vobis*: *cum* is attached after the personal pronoun, and *vobis* is ablative plural, “with you”. The formula is conventionally construed as a wish; *[sit]* is an interpretive expansion, not a printed or uniquely required form. Translation: “The Lord be with you.” The response *Et cum spiritu tuo* is likewise an elliptical phrase: *spiritu* and *tuo* are ablative singular.

Worked example: *Deo gratias* (Mass conclusion)

Worked passage ID: W.I.3; exact source and collation state are recorded in the passage inventory.

Deo is dative singular, the recipient “to God”. *gratias* is accusative plural, “thanks”, the object of an understood expression such as *agimus*, “we give”. Idiomatic translation: “Thanks be to God.” The two visible nouns are not a subject–verb sentence; supplied English words must not be mistaken for Latin forms actually present.

1.3 Handwritten study and controlled composition

In ink, diagram five English clauses of increasing complexity and mark subject, finite verb, object or complement, every modifier, and every prepositional phrase. Then copy the three ordinary Latin examples at the opening twice. On the first copy, underline finite verbs; on the second, write the dictionary form and proposed function over every word. Finally change the fox’s color and the girl’s object with the supplied vocabulary, then rearrange *Puella librum legit* in two ways without changing the endings or the basic meaning.

CHAPTER 2

Unit 2: Case, Number, Gender, and Agreement

This lesson develops the ability to:

- name the six commonly taught Latin cases, including the vocative, and state their core functions;
- distinguish morphological case from an English translation word such as “of”, “to”, or “with”;
- make adjectives agree with nouns in case, number, and gender; and
- parse short liturgical phrases before translating them.

2.1 The case map

Case is the grammatical category, usually signaled by inflection, that helps mark a noun, pronoun, or adjective’s relation in its sentence. **Number** says whether the form is singular or plural. **Gender** classifies a noun as masculine, feminine, or neuter and controls the gender of words agreeing with it; grammatical gender does not necessarily describe biological sex. A word’s **syntactic function** is the job it performs in its phrase or clause, such as subject, object, possessor, or recipient. Case is the form; function is the contextual job, so the same case can perform several functions.

Case	Core work	Diagnostic question
Nominative	subject; predicate noun or adjective	What controls the finite verb? What is predicated or identified?
Genitive	possession, source, description, part	Of whom or of what?
Dative	recipient, beneficiary, reference	To or for whom?
Accusative	direct object; goal after certain prepositions	Whom or what is affected? Toward/into what?
Ablative	separation, source, means, manner, accompaniment, location	By, with, from, or in what?
Vocative	direct address	Whom is the speaker addressing?
Locative remnants	place where in a few names and nouns	Where?

Case is a form, not a translation. An ablative can be translated “with”, “by”, “from”, or another phrase according to context. A dative may need “to” in English even when no Latin word for “to” appears. First identify the form; then state its syntactic use; only then choose English.

2.2 Agreement and government

Agreement means that one word matches grammatical features of another. An adjective agrees with its noun in **case, number, and gender**, but the noun and adjective need not display the same letters. In *Spiritui Sancto*, both words are dative singular masculine even though one ends in *-ui* and the other in *-o*. **Government** means that a word requires its dependent to take a particular form. Thus a preposition governs a case: *cum* takes the ablative; *ad* takes the accusative. A verb can also govern a case, as *miserere* takes a genitive or dative object in ecclesiastical usage. Agreement matches features; government imposes a form. Do not confuse the two.

A complete nominal parse

For every noun, adjective, or pronoun write: dictionary form; case; number; gender; syntactic function; contextual sense. If a form permits more than one case, list the possibilities and eliminate them by agreement, government, and clause structure.

Worked example: *Gloria Patri, et Filio, et Spiritui Sancto*

Worked passage ID: W.I.4; exact source and collation state are recorded in the passage inventory.

Gloria is nominative singular and names what is ascribed: “glory”. *Patri*, *Filio*, and *Spiritui* are coordinated dative singular recipients: “to the Father, and to the Son, and to the Spirit”. *Sancto* is dative singular masculine and agrees with *Spiritui*. Translation: “Glory to the Father, and to the Son, and to the Holy Spirit.”

Worked example: *Agnus Dei, qui tollis peccata mundi*

Worked passage ID: W.I.5; exact source and collation state are recorded in the passage inventory.

Agnus is nominative singular masculine, used as direct address with a nominative-shaped liturgical title. *Dei* is genitive singular, “of God”. *qui* is nominative singular masculine because it refers to *Agnus* and is the subject of *tollis*. *peccata* is accusative plural neuter, direct object; *mundi* is genitive singular. Translation: “Lamb of God, who take away the sins of the world.”

Worked example: *Pax hominibus bonæ voluntatis* (Lk 2:14)

Worked passage ID: W.I.6; exact source and collation state are recorded in the passage inventory.

Pax is nominative singular in a verbless nominal acclamation or wish; conventional English may supply “be”, while analytic Latin may mark interpretive [*sit*]. *hominibus* is dative plural, the recipients of peace. *voluntatis* is genitive singular; *bonæ* agrees with it as genitive singular feminine. Literal translation: “Peace to human beings of good will.”

Worked example: *Domine, non sum dignus*

Worked passage ID: W.I.7; exact source and collation state are recorded in the passage inventory.

Domine is vocative singular of *dominus*. *sum* is first singular present; its subject *ego* is contained in the ending. *dignus* is nominative singular masculine, a predicate adjective agreeing with the understood subject. Translation: “Lord, I am not worthy.”

2.3 Handwritten study and controlled composition

Copy the case map from memory. For each worked phrase, draw arrows from every adjective or relative pronoun to its antecedent or noun, and write C–N–G (case–number–gender) above both. Then compose “glory to the holy Son” from *gloria*, *filius*, and *sanctus*; model: *gloria Filio sancto*. Change only the recipient to plural “to the holy sons”: *filiis sanctis*. Explain every changed ending.

Part II

Memory Work

CHAPTER 1

Vocabulary, forms, and constructions from memory

1.1 New lexemes

The entries below are sufficient for the packet's controlled memory work. English senses are project glosses; pedagogical strands do not assert a checked occurrence in a named corpus.

ID	Citation form	Project gloss	Morphology and use
L001	<i>vulpes, vulpis f.</i>	fox	noun; third declension; feminine; learn nominative and genitive together
L002	<i>fuscus, -a, -um</i>	dark, dusky, brown	first/second-declension adjective; agree with the described noun; the exact color sense depends on context
L003	<i>canis, canis m./f.</i>	dog	noun; third declension; common gender; gender follows the animal meant; genitive reveals the stem
L004	<i>avis, avis f.</i>	bird	noun; third declension; feminine; regularly pair forms with a governing verb or preposition
L005	<i>via, -æ f.</i>	road, way	noun; first declension; feminine; literal route or figurative way; sense follows context
L006	<i>aqua, -æ f.</i>	water	noun; first declension; feminine; learn with verbs of carrying, giving, and pouring
L007	<i>magnus, -a, -um</i>	large, great	first/second-declension adjective; agree in gender, number, and case; physical or evaluative sense
L008	<i>parvus, -a, -um</i>	small, little	first/second-declension adjective; agree in gender, number, and case
L193	<i>felis, felis f.</i>	cat	noun; third declension; feminine; genitive reveals the unchanged stem; natural gender follows the animal meant
L194	<i>equus, -i m.</i>	horse	noun; second declension; masculine; use with verbs of seeing, leading, riding, or motion as the construction permits
L195	<i>bos, bovis m./f.</i>	ox, bull, cow	noun; irregular third declension; common gender; gender and sense follow the animal meant; learn genitive singular <i>bovis</i> and plural <i>boum</i>
L196	<i>ovis, ovis f.</i>	sheep	noun; third declension; feminine; use singular or plural according to the flock context; genitive and nominative coincide in spelling
L197	<i>lupus, -i m.</i>	wolf	noun; second declension; masculine; literal animal and figurative use must be distinguished from context
L198	<i>lepus, leporis m.</i>	hare	noun; third declension; masculine; stem <i>lepor-</i> appears outside the nominative
L199	<i>arbor, arboris f.</i>	tree	noun; third declension; feminine; learn the lexical gender and stem; modifiers agree in the form required by syntax
L200	<i>herba, -æ f.</i>	grass, plant, herb	noun; first declension; feminine; context selects ground cover, a plant, or an herb
L201	<i>saxum, -i n.</i>	rock, stone	noun; second declension; neuter; apply the neuter nominative-accusative rule; distinguish a mass of rock from a small stone by context
L202	<i>sol, solis m.</i>	sun	noun; third declension; masculine; stem <i>sol-</i> ; literal and figurative senses require context
L203	<i>luna, -æ f.</i>	moon	noun; first declension; feminine; use with time, light, and sky descriptions without inferring a figurative sense automatically

ID	Citation form	Project gloss	Morphology and use
L204	<i>stella, -æ f.</i>	star	noun; first declension; feminine; literal and symbolic senses must be established by the passage
L205	<i>nubes, nubis f.</i>	cloud	noun; third declension; feminine; stem <i>nub-</i> ; use with weather, motion, and figurative description as context warrants
L206	<i>albus, -a, -um</i>	white	first/second-declension adjective; agree with its noun; color, brightness, and figurative force depend on context
L207	<i>niger, nigra, nigrum</i>	black, dark	first/second-declension adjective with stem <i>nigr-</i> ; learn all three nominative forms; agree with the described noun
L208	<i>ruber, rubra, rubrum</i>	red	first/second-declension adjective with stem <i>rubr-</i> ; learn all three nominative forms; literal color and figurative force require context
L209	<i>ambulo, -are, -avi, -atum</i>	walk	verb; first conjugation; usually intransitive; route, place, accompaniment, or manner is supplied by an appropriate case or phrase

1.2 Cumulative retrieval

Supply the gloss from memory. N is the new set; R1, R2, R5, and S are scheduled returns at widening intervals.

Event	ID	Latin	Sense
N	L001	<i>vulpes, vulpis f.</i>	_____
N	L002	<i>fuscus, -a, -um</i>	_____
N	L003	<i>canis, canis m./f.</i>	_____
N	L004	<i>avis, avis f.</i>	_____
N	L005	<i>via, -æ f.</i>	_____
N	L006	<i>aqua, -æ f.</i>	_____
N	L007	<i>magnus, -a, -um</i>	_____
N	L008	<i>parvus, -a, -um</i>	_____
N	L193	<i>felis, felis f.</i>	_____
N	L194	<i>equus, -i m.</i>	_____
N	L195	<i>bos, bovis m./f.</i>	_____
N	L196	<i>ovis, ovis f.</i>	_____
N	L197	<i>lupus, -i m.</i>	_____

Event	ID	Latin	Sense
N	L198	<i>lepus, leporis m.</i>	_____
N	L199	<i>arbor, arboris f.</i>	_____
N	L200	<i>herba, -æ f.</i>	_____
N	L201	<i>saxum, -i n.</i>	_____
N	L202	<i>sol, solis m.</i>	_____
N	L203	<i>luna, -æ f.</i>	_____
N	L204	<i>stella, -æ f.</i>	_____
N	L205	<i>nubes, nubis f.</i>	_____
N	L206	<i>albus, -a, -um</i>	_____
N	L207	<i>niger, nigra, nigrum</i>	_____
N	L208	<i>ruber, rubra, rubrum</i>	_____
N	L209	<i>ambulo, -are, -avi, -atum</i>	_____

1.3 Grammar retrieval

ID	Fact	Prompt	Response
G001	Lemma and printed form <i>dictionary literacy</i>	State the difference between a lemma and a printed word form; give one example.	_____
G002	Phrase and clause <i>sentence structure</i>	Give the deciding difference between a phrase and a clause.	_____
G003	Subject, predicate, and object <i>sentence structure</i>	Define subject, predicate, and direct object without equating the subject with the actor.	_____
G004	A noun's dictionary form <i>dictionary literacy</i>	Write the three pieces normally learned with a noun and say what each supplies.	_____
G005	Case, number, and gender <i>nominal morphology</i>	Explain why these three coordinates must be kept distinct.	_____

ID	Fact	Prompt	Response
G006	Agreement and government <i>nominal syntax</i>	State the difference and give one example of each.	

1.4 Reconstruct and compose

Reconstruction. Arrange *vulpes* / *fusca* / *est* as a complete clause and label subject, copula, and predicate adjective.

Composition. Write two transparent clauses about an animal, using one size adjective and one color adjective.

Part III

Reading and Composition

CHAPTER 1

Connected Latin and written expression

CHAPTER 2

Reader: the brown fox

Text class: P — project-composed instructional Latin. No sentence below is a quotation or an imitation attributed to an ancient author.

2.1 Read before analyzing

Vulpes fusca est. Vulpes parva per silvam ambulat. Silva obscura est, sed sol clarus est. Vulpes aquam videt. Aqua frigida est. Vulpes aquam bibit; deinde sub arbore sedet.

First gloss. *vulpes*, fox; *fuscus*, -a, -um, brown; *parvus*, small; *silva*, wood; *obscurus*, dark; *sol*, sun; *clarus*, bright; *aqua*, water; *frigidus*, cold; *arbor*, tree; *ambulat*, walks; *videt*, sees; *bibit*, drinks; *sedet*, sits; *deinde*, then; *per* takes an accusative, and *sub* here takes an ablative.

2.2 What the endings are already doing

In *vulpes fusca est*, *vulpes* names what the statement is about, so it is nominative; *fusca* agrees with that feminine subject. In *vulpes aquam videt*, the fox remains the subject, while *aquam* is the thing directly seen and is therefore accusative. An ending is evidence for a function, not a translation by itself.

Mark every finite verb, draw one line to its subject, and box each word that agrees with a noun. Then change *aquam* to *silvam*: what does the fox now see? Change *fusca* to *fuscae* only after making the subject plural: *vulpes fuscae sunt*.

2.3 Memory and composition

Cover the passage and recover these pairs: fox/brown, wood/dark, sun/bright, water/cold. Write four new copular sentences and two subject–verb–object sentences. Keep an agreement ledger: noun, gender, number, case, agreeing word, and the evidence for each decision.

2.4 Before continuing

You should reasonably be able to find the subject, finite verb, complement, and direct object in fresh clauses of this size; explain basic agreement; and compose six accurate ordinary-world sentences without copying the models.

2.5 From form to function — connected practice

Connection. Case endings and agreement make it possible to recover sentence roles even when Latin order differs from English order.

Practice. Make a form–function map for *vulpes fusca parvum murum videt*. Reorder the Latin twice without changing its proposition, and explain why *vulpes* rather than *murum* is the subject.

Recall without notes. From memory, name the six ordinary cases and give one central use of each.

2.6 Dictionary forms and visible evidence — connected practice

Connection. A citation form is compressed morphological information, not merely an English label.

Practice. Expand *vulpes*, *vulpis f.*, *fuscus*, *-a*, *-um*, and *video*, *videre*, *vidi*, *visum*. State which listed form reveals each stem and then parse every word in *vulpem fuscam video*.

Recall without notes. Explain the difference between a word’s form and its work in a clause.

2.7 First composition ladder — connected practice

Connection. Changing one feature at a time makes agreement and case choices visible.

Practice. Begin with “the fox is brown”. Write Latin for it; then make the fox plural; then replace the predicate adjective with a transitive action, “the brown foxes see the small wall”. Label every changed ending.

Recall without notes. Cover the work and reconstruct the final sentence once.

Part IV

Cumulative Practice

CHAPTER 1

Unit 1: The Grammar Bridge

Worksheet I.1 — Variant A

Worksheet ID: I.1

Focus: Clause roles, dictionary forms, and first reading habits**Use:** Use independently after the unit; write every requested label, not only a translation.

1. Copy *Dominus custodit animam*. Underline the subject once, the finite verb twice, and box the direct object. Then give the neutral English order.

-
2. Label each entry noun, verb, or adjective and state what its listed parts tell you: *Deus*, *Dei m.*; *gratia*, *gratiæ f.*; *laudo*, *laudare*, *laudavi*, *laudatum*; *sanctus*, *-a*, *-um*.

-
3. Rewrite *Deum laudamus* in subject–verb–object order. Explain why the meaning does not change.

-
4. In “The eternal Word guards our souls”, name the subject, finite verb, object, and every modifier.

-
5. Translate *Deo gratias*. State what may be supplied to make a full Latin clause.

-
6. **Text:** *In principio erat Verbum*.

Passage ID: I.1.1; exact source and collation state are recorded in the passage inventory.

Mark the prepositional phrase, finite verb, and subject; then translate.

Worksheet I.2 — Variant B**Worksheet ID:** I.2**Focus:** Clause roles, orthographic conventions, and first reading habits**Use:** This is interchangeable with Variant A; complete it without consulting that sheet.

1. Analyze “Holy light fills the church”: identify subject, finite verb, object, and modifiers.

-
2. For *pax*, *pacis* *f.*; *audio*, *audire*, *audivi*, *auditum*; *omnis*, *omne*, identify part of speech and the minimum information needed for lookup.

-
3. Normalize these variant forms to this course’s 1962 house spelling: *JESVS*, *EVANGELIVM*, *praeceptum*. State the three graphic conventions involved.

-
4. Copy *Gloria Patri et Filio*. Separate the coordinated terms and state the repeated relationship expressed by their endings.

-
5. Translate *Dominus vobiscum*. Put brackets around any interpretive expansion.

-
6. **Text:** *Dominus vobiscum. Et cum spiritu tuo.*

Passage ID: I.2.1; exact source and collation state are recorded in the passage inventory.

Identify which response words form one prepositional phrase and give a natural translation of the exchange.

Worksheet I.3 — Variant C**Worksheet ID:** I.3**Focus:** Inflection, English grammar, and disciplined observation**Use:** Work from visible endings and context; do not guess from familiar translations.

1. In “The priest gives the people peace”, identify subject, finite verb, indirect object, and direct object.

-
2. Copy *Animam custodit Dominus*. Rearrange it twice while preserving meaning and explain what English must use instead of endings.

-
3. Expand the analysis checklist for *laudamus*: write the questions to ask before translating it.

-
4. Explain why the entry *rex, regis m.* cannot safely be learned as *rex* alone.

-
5. Translate *Agnus Dei* closely and identify whether it is a full clause.

-
6. **Text:** *Et Verbum caro factum est*.

Passage ID: I.3.1; exact source and collation state are recorded in the passage inventory.

Identify the conjunction, the two noun-like forms, and the complete finite verb group. Give a provisional translation.

Worksheet I.4 — Variant D**Worksheet ID:** I.4**Focus:** Dictionary literacy, word order, and close translation**Use:** Use different words to revisit the same abilities.

1. Analyze “Our Father grants eternal life to the faithful”: identify subject, finite verb, direct object, recipient, and modifiers.

2. Classify the listed information in *corpus*, *corporis n.*; *credo*, *credere*, *credidi*, *creditum*; *æternus*, *-a*, *-um*.

3. For printed *GLORIA IN EXCELSIS DEO*, write the course form and state why capitalization does not supply grammatical roles.

4. Copy *Te laudamus*. Supply its unprinted subject, name the object, and translate.

5. Diagnose this reading error: “The first noun in *Deum laudat Maria* must be the subject.” Give the correct analysis.

6. **Text:** *Deo gratias. Amen.*

Passage ID: I.4.1; exact source and collation state are recorded in the passage inventory.

This course composite places two independent liturgical responses together; separate their syntax and give each sense.

CHAPTER 2

Unit 2: Case and Agreement**Worksheet I.5 — Variant A****Worksheet ID:** I.5**Focus:** Case functions, agreement, and ambiguity resolved by syntax**Use:** Give case, number, function, and translation where requested.

1. Match each case to its core function: nominative, genitive, dative, accusative, ablative, vocative; subject, possession, recipient, direct object, circumstance/prepositional object, direct address.

-
2. Parse *Patri* and *Filio* in *Gloria Patri, et Filio*: state all four coordinates and function.

-
3. In *anima bona*, change both words together to accusative singular and nominative plural.

-
4. Transform *Dominus custodit animam*, “the Lord guards the soul”, into “the soul guards the Lord”.

-
5. Diagnose *Deus laudat gloria* if the intended meaning is “God praises glory”; correct and explain.

-
6. **Text:** *Pax hominibus bonæ voluntatis*.

Passage ID: I.5.1; exact source and collation state are recorded in the passage inventory.

Parse the three nouns and translate, marking any interpretive expansion.

Worksheet I.6 — Variant B**Worksheet ID:** I.6**Focus:** Case functions, agreement, and direct address**Use:** This variant is equivalent in scope to Variant A.

1. For each bold idea in “O Lord, give peace to the people of the Church”, name the expected Latin case: Lord, peace, people, Church.

2. Parse every declined word in *Domine, non sum dignus*.

3. Make adjective *æternus*, -a, -um agree with (a) *vitam*, (b) *lumine*, and (c) *sæcula*.

4. Explain both possible roles of isolated *Deo*, then resolve it in *Deo gratias*.

5. Diagnose *cum Domino æternum*; correct the adjective and state the governing rule.

6. **Text:** *Gloria Patri, et Filio, et Spiritui Sancto*.

Passage ID: I.6.1; exact source and collation state are recorded in the passage inventory.

Identify the implied element, parse the coordinated recipients, and translate.

Worksheet I.7 — Variant C**Worksheet ID:** I.7**Focus:** Case selection from clause function and government**Use:** Show the question that led to each case choice.

1. Assign a case to each role in “The priest gives the Lord’s book to Mary”: priest, Lord’s, book, Mary.

2. In *Agnus Dei, qui tollis peccata mundi*, identify the case and function of both genitives and the direct object.

-
3. Change *lux perpetua* from nominative singular to genitive singular, dative singular, and accusative singular.

-
4. Why can *sanctis* not be assigned one case without context? Give its possible coordinates as an adjective form.

-
5. Correct *in terra sanctam* when it means “on holy earth”; explain both corrections or confirmations.

-
6. **Text:** *Agnus Dei, qui tollis peccata mundi, dona nobis pacem.*

Passage ID: I.7.1; exact source and collation state are recorded in the passage inventory.

Parse *Agnus, Dei, peccata, mundi, nobis, and pacem*; then translate.

Worksheet I.8 — Variant D**Worksheet ID:** I.8**Focus:** Case contrasts, coordinated phrases, and correction**Use:** Do not use word position as proof of case.

1. Give the Latin case expected for each italicized relation: glory *to God*; Body *of Christ*; *with the spirit*; hear *the word*; *O Father*.
-

2. Parse *animam meam* and *Corpus Domini* by coordinates and relation.
-

3. Transform *Deus bonus animam custodit* so that plural gods guard plural souls.
-

4. Explain why *Patris* and *Patri* are not interchangeable in “the name of the Father” and “glory to the Father”.
-

5. Diagnose and correct *dona nos pacem*, intended “grant us peace”.
-

6. **Text:** *Corpus Domini nostri Iesu Christi custodiat animam meam.*

Passage ID: I.8.1; exact source and collation state are recorded in the passage inventory.

Draw the genitive and agreement links, identify subject and object, and translate.

CHAPTER 3

Before continuing

Before continuing. On fresh simple clauses, identify finite verbs and their subjects, distinguish objects from complements, parse nouns and adjectives by case, number, and gender, justify agreement and government from visible evidence, and compose or transform short ordinary sentences without relying on English order.

Use fresh work before consulting the answers. The purpose of this record is to identify what has become dependable and what deserves another round of explanation, memory work, or reading.

Area	Fresh attempt	Later return
Date, passage, or form used		
Vocabulary recalled directly		
Forms and constructions explained		
Connected Latin read directly		
Latin composed and revised		
Recurring uncertainty		
Explanation or sheet repeated		
What is reasonably dependable now		

If an ability remains uncertain: Return to the exact memory set, reader passage, integrated practice, or worksheet that exposes the uncertainty; then use different Latin for the later return.

What I will revisit next: _____ **Date of a later return:** _____

Reason in one complete sentence: _____

Part V

Answers and Models

Use this part after a fresh attempt. Compare deciding evidence, not merely wording, and use EL-GUIDE's alternative-answer method for Latin that admits more than one defensible form or interpretation.

CHAPTER 1

Memory-work answers

Lexeme and retrieval models

Event	ID	Latin	Project gloss
N	L001	<i>vulpes, vulpis f.</i>	fox
N	L002	<i>fuscus, -a, -um</i>	dark, dusky, brown
N	L003	<i>canis, canis m./f.</i>	dog
N	L004	<i>avis, avis f.</i>	bird
N	L005	<i>via, -æ f.</i>	road, way
N	L006	<i>aqua, -æ f.</i>	water
N	L007	<i>magnus, -a, -um</i>	large, great
N	L008	<i>parvus, -a, -um</i>	small, little
N	L193	<i>felis, felis f.</i>	cat
N	L194	<i>equus, -i m.</i>	horse
N	L195	<i>bos, bovis m./f.</i>	ox, bull, cow
N	L196	<i>ovis, ovis f.</i>	sheep
N	L197	<i>lupus, -i m.</i>	wolf
N	L198	<i>lepus, leporis m.</i>	hare
N	L199	<i>arbor, arboris f.</i>	tree
N	L200	<i>herba, -æ f.</i>	grass, plant, herb
N	L201	<i>saxum, -i n.</i>	rock, stone
N	L202	<i>sol, solis m.</i>	sun
N	L203	<i>luna, -æ f.</i>	moon
N	L204	<i>stella, -æ f.</i>	star
N	L205	<i>nubes, nubis f.</i>	cloud
N	L206	<i>albus, -a, -um</i>	white
N	L207	<i>niger, nigra, nigrum</i>	black, dark
N	L208	<i>ruber, rubra, rubrum</i>	red
N	L209	<i>ambulo, -are, -avi, -atum</i>	walk

Grammar models

ID	Fact	Prompt	Model
G001	Lemma and printed form <i>dictionary literacy</i>	State the difference between a lemma and a printed word form; give one example.	A lemma is the dictionary headword for a lexeme; a printed form is an inflected occurrence carrying grammatical features. In <i>viās</i> , the lemma is <i>via</i> ; the printed form is accusative plural.
G002	Phrase and clause <i>sentence structure</i>	Give the deciding difference between a phrase and a clause.	A phrase is organized around a head without its own predication. A clause contains a predicate with an expressed or understood subject; the predicate is normally finite but may be non-finite in a dependent construction.
G003	Subject, predicate, and object <i>sentence structure</i>	Define subject, predicate, and direct object without equating the subject with the actor.	The subject is what the clause predicates about and ordinarily controls finite-verb agreement. The predicate is the assertion centered on the verb. A direct object is an accusative complement selected by a transitive verb. A passive subject is not the actor.
G004	A noun's dictionary form <i>dictionary literacy</i>	Write the three pieces normally learned with a noun and say what each supplies.	Learn nominative singular, genitive singular, and gender. The nominative identifies the lemma, the genitive reveals the stem and declension, and gender controls agreement.
G005	Case, number, and gender <i>nominal morphology</i>	Explain why these three coordinates must be kept distinct.	Case marks a form's possible syntactic relations, number distinguishes singular and plural, and lexical gender controls agreement. None can be inferred safely from an English gloss alone.
G006	Agreement and government <i>nominal syntax</i>	State the difference and give one example of each.	Agreement copies relevant features: <i>via longa</i> . Government selects a complement form: <i>cum via</i> has ablative because <i>cum</i> governs it.

Reconstruction and composition models

Reconstruction prompt. Arrange *vulpes / fusca / est* as a complete clause and label subject, copula, and predicate adjective.

Model. *Vulpes fusca est.* *Vulpes* is subject, *est* copula, and *fusca* feminine singular nominative predicate adjective.

Composition prompt. Write two transparent clauses about an animal, using one size adjective and one color adjective.

Model. Model: *Avis parva est. Vulpes magna et fusca est.* Other accurate ordinary clauses are possible.

CHAPTER 2

Reading, composition, and practice models

CHAPTER 3

Reader: the brown fox

Text class: P — project-composed instructional Latin. No sentence below is a quotation or an imitation attributed to an ancient author.

3.1 Read before analyzing

Vulpes fusca est. Vulpes parva per silvam ambulat. Silva obscura est, sed sol clarus est. Vulpes aquam videt. Aqua frigida est. Vulpes aquam bibit; deinde sub arbore sedet.

First gloss. *vulpes*, fox; *fuscus*, -a, -um, brown; *parvus*, small; *silva*, wood; *obscurus*, dark; *sol*, sun; *clarus*, bright; *aqua*, water; *frigidus*, cold; *arbor*, tree; *ambulat*, walks; *videt*, sees; *bibit*, drinks; *sedet*, sits; *deinde*, then; *per* takes an accusative, and *sub* here takes an ablative.

3.2 What the endings are already doing

In *vulpes fusca est*, *vulpes* names what the statement is about, so it is nominative; *fusca* agrees with that feminine subject. In *vulpes aquam videt*, the fox remains the subject, while *aquam* is the thing directly seen and is therefore accusative. An ending is evidence for a function, not a translation by itself.

Mark every finite verb, draw one line to its subject, and box each word that agrees with a noun. Then change *aquam* to *silvam*: what does the fox now see? Change *fusca* to *fuscae* only after making the subject plural: *vulpes fuscae sunt*.

3.3 Memory and composition

Cover the passage and recover these pairs: fox/brown, wood/dark, sun/bright, water/cold. Write four new copular sentences and two subject–verb–object sentences. Keep an agreement ledger: noun, gender, number, case, agreeing word, and the evidence for each decision.

3.4 Models and points to check

Project translation. The fox is brown. A small fox walks through the wood. The wood is dark, but the sun is bright. The fox sees water. The water is cold. The fox drinks the water; then it sits beneath a tree.

Possible fresh sentences are *silva magna est*; *aqua clara est*; *puella vulpem videt*; and *vulpes puellam videt*. In the last two, the endings, not position alone, distinguish the seer from the thing seen.

From form to function — model and points to check

Model / points to check. *Vulpes* is nominative singular and controls *videt*; *fusca* agrees with it; *murum* is accusative singular and *parvum* agrees with that object. Any order preserving those forms is grammatically defensible, though emphasis may change. The six cases are nominative, genitive, dative, accusative, ablative, and vocative.

Dictionary forms and visible evidence — model and points to check

Model / points to check. *vulpis* reveals stem *vulp-*; the adjective supplies three gender forms; the infinitive supplies the present stem and conjugation, *vidi* the perfect stem, and *visum* the participial base. In the clause, *vulpem fuscam* is accusative singular feminine object and *video* is first-person singular present active indicative.

First composition ladder — model and points to check

Model / points to check. Models: *vulpes fusca est*; *vulpes fuscae sunt*; *vulpes fuscae murum parvum vident*. In the last sentence the subject and its adjective are nominative plural feminine, the object and its adjective accusative singular masculine, and the verb third-person plural.

CHAPTER 4

Unit 1: The Grammar Bridge

Solution I.1 — Variant A

Worksheet ID: I.1

Focus: Clause roles, dictionary forms, and first reading habits

Use: Use independently after the unit; write every requested label, not only a translation.

1. Copy *Dominus custodit animam*. Underline the subject once, the finite verb twice, and box the direct object. Then give the neutral English order.

Answer / model: Subject: *Dominus*; finite verb: *custodit*; direct object: *animam*. “The Lord guards the soul.”

2. Label each entry noun, verb, or adjective and state what its listed parts tell you: *Deus*, *Dei m.*; *gratia*, *gratiæ f.*; *laudo*, *laudare*, *laudavi*, *laudatum*; *sanctus*, *-a*, *-um*.

Answer / model: *Deus* and *gratia* are nouns; nominative, genitive, and gender are supplied. *Laudo* is a verb; its four principal parts are supplied. *Sanctus* is an adjective; its masculine, feminine, and neuter nominative singular forms are supplied.

3. Rewrite *Deum laudamus* in subject–verb–object order. Explain why the meaning does not change.

Answer / model: *Nos laudamus Deum*. With the normally omitted subject pronoun, *Laudamus Deum* preserves the verb–object sequence but no longer displays all three requested positions. Verb ending *-mus* identifies “we”; *Deum* remains the object regardless of position.

4. In “The eternal Word guards our souls”, name the subject, finite verb, object, and every modifier.

Answer / model: Subject: “Word”; finite verb: “guards”; object: “souls”; “the” and “eternal” modify “Word”; “our” modifies “souls”.

5. Translate *Deo gratias*. State what may be supplied to make a full Latin clause.

Answer / model: “Thanks be to God.” *Deo* is the recipient; *gratias* means “thanks”. A close Latin expansion may supply *[agimus]* or *[agamus]*. The word “be” belongs to the conventional English rendering and is not an omitted Latin copula.

6. **Text:** *In principio erat Verbum*.

Passage ID: I.1.1; exact source and collation state are recorded in the passage inventory.

Mark the prepositional phrase, finite verb, and subject; then translate.

Answer / notes: Prepositional phrase: *in principio*; finite verb: *erat*; subject: *Verbum*. “In the beginning was the Word.”

Solution I.2 — Variant B

Worksheet ID: I.2

Focus: Clause roles, orthographic conventions, and first reading habits

Use: This is interchangeable with Variant A; complete it without consulting that sheet.

1. Analyze “Holy light fills the church”: identify subject, finite verb, object, and modifiers.

Answer / model: Subject: “light”; finite verb: “fills”; object: “church”; “holy” modifies “light”; “the” modifies “church”.

2. For *pax*, *pacis* f.; *audio*, *audire*, *audivi*, *auditum*; *omnis*, *omne*, identify part of speech and the minimum information needed for lookup.

Answer / model: *Pax* is a noun: nominative, genitive, gender. *Audio* is a verb: four principal parts. *Omnis* is a two-termination adjective: masculine/feminine and neuter nominative singular; its genitive is found under the entry.

3. Normalize these variant forms to this course’s 1962 house spelling: *JESVS*, *EVANGELIVM*, *praeceptum*. State the three graphic conventions involved.

Answer / model: *Iesus*, *Evangelium*, *praeceptum*. Another edition may use *J* for consonantal *i*, capital *V* for both *u/v*, or expand ligature *æ* as *ae*. Capitalization may also differ.

4. Copy *Gloria Patri et Filio*. Separate the coordinated terms and state the repeated relationship expressed by their endings.

Answer / model: The coordinated terms are *Patri* and *Filio*. Both name recipients: “Glory to the Father and to the Son.”

5. Translate *Dominus vobiscum*. Put brackets around any interpretive expansion.

Answer / model: “The Lord [be] with you”; the conventional optative construal may be shown as *Dominus [sit] vobiscum*, but *sit* is neither printed nor uniquely required by morphology.

6. **Text:** *Dominus vobiscum. Et cum spiritu tuo.*

Passage ID: I.2.1; exact source and collation state are recorded in the passage inventory.

Identify which response words form one prepositional phrase and give a natural translation of the exchange.

Answer / notes: *cum spiritu tuo* is one phrase. “The Lord be with you. And with your spirit.” The second response is elliptical rather than a complete printed clause.

Solution I.3 — Variant C

Worksheet ID: I.3

Focus: Inflection, English grammar, and disciplined observation

Use: Work from visible endings and context; do not guess from familiar translations.

1. In “The priest gives the people peace”, identify subject, finite verb, indirect object, and direct object.
Answer / model: Subject: “priest”; finite verb: “gives”; indirect object/recipient: “people”; direct object: “peace”.
2. Copy *Animam custodit Dominus*. Rearrange it twice while preserving meaning and explain what English must use instead of endings.
Answer / model: Possible forms: *Dominus custodit animam*; *Custodit Dominus animam*. English normally relies on fixed word order: “The Lord guards the soul”; changing English noun order would change roles.
3. Expand the analysis checklist for *laudamus*: write the questions to ask before translating it.
Answer / model: Model: What is the dictionary verb and conjugation? Is the form finite? Which person and number does the ending mark? Which tense, voice, and mood are present? What is its subject, stated or understood? Does it govern an object or complement? Only then select an English rendering.
4. Explain why the entry *rex, regis m.* cannot safely be learned as *rex* alone.
Answer / model: *Regis* reveals the stem *reg-* and declensional pattern; *m.* gives gender. The nominative *rex* alone does not predict forms such as *regem* or *regibus*.
5. Translate *Agnus Dei* closely and identify whether it is a full clause.
Answer / model: “Lamb of God.” It is a noun phrase/acclamation, not a full clause: no finite verb is printed.
6. **Text:** *Et Verbum caro factum est*.
Passage ID: I.3.1; exact source and collation state are recorded in the passage inventory.
 Identify the conjunction, the two noun-like forms, and the complete finite verb group. Give a provisional translation.
Answer / notes: Conjunction: *et*. Noun-like nominatives: *Verbum* and *caro*. Finite group: *factum est*. “And the Word was made flesh” or “And the Word became flesh.”

Solution I.4 — Variant D

Worksheet ID: I.4

Focus: Dictionary literacy, word order, and close translation

Use: Use different words to revisit the same abilities.

1. Analyze “Our Father grants eternal life to the faithful”: identify subject, finite verb, direct object, recipient, and modifiers.
Answer / model: Subject: “Father”; finite verb: “grants”; direct object: “life”; recipient: “the faithful”; “our” modifies “Father”; “eternal” modifies “life”.
2. Classify the listed information in *corpus*, *corporis n.*; *credo*, *credere*, *credidi*, *creditum*; *aeternus*, *-a*, *-um*.
Answer / model: *Corpus* is a neuter noun with nominative and genitive; *credo* is a verb with four principal parts; *aeternus* is a three-termination adjective giving masculine, feminine, and neuter nominative singular.
3. For printed *GLORIA IN EXCELSIS DEO*, write the course form and state why capitalization does not supply grammatical roles.
Answer / model: *Gloria in excelsis Deo*. Capitals are a typographic choice; the endings and syntax, not letter case, show relationships.
4. Copy *Te laudamus*. Supply its unprinted subject, name the object, and translate.
Answer / model: The verb ending supplies subject *nos*, “we”; *te* is the object. “We praise you.”
5. Diagnose this reading error: “The first noun in *Deum laudat Maria* must be the subject.” Give the correct analysis.
Answer / model: Latin need not put the subject first. *Deum* is the object, *laudat* is the finite verb, and *Maria* is the subject: “Mary praises God.”
6. **Text:** *Deo gratias. Amen.*
Passage ID: I.4.1; exact source and collation state are recorded in the passage inventory.
 This course composite places two independent liturgical responses together; separate their syntax and give each sense.
Answer / notes: *Deo gratias* is an elliptical expression, “Thanks be to God”; *Amen* is an indeclinable acclamation, “Amen” or “truly/so be it”. They are not presented as one continuous received source passage.

CHAPTER 5

Unit 2: Case and Agreement

Solution I.5 — Variant A

Worksheet ID: I.5

Focus: Case functions, agreement, and ambiguity resolved by syntax

Use: Give case, number, function, and translation where requested.

1. Match each case to its core function: nominative, genitive, dative, accusative, ablative, vocative; subject, possession, recipient, direct object, circumstance/prepositional object, direct address.

Answer / model: Nominative–subject; genitive–possession or description; dative–recipient; accusative–direct object; ablative–circumstance or object of an ablative-governing preposition; vocative–direct address.

2. Parse *Patri* and *Filio* in *Gloria Patri, et Filio*: state all four coordinates and function.

Answer / model: Both are masculine singular dative and recipients of the wished glory: “to the Father and to the Son”.

3. In *anima bona*, change both words together to accusative singular and nominative plural.

Answer / model: Accusative singular: *animam bonam*. Nominative plural: *animæ bonæ*. The adjective changes because it must match gender, number, and case.

4. Transform *Dominus custodit animam*, “the Lord guards the soul”, into “the soul guards the Lord”.

Answer / model: *Anima custodit Dominum*. The noun endings, not merely position, exchange subject and object.

5. Diagnose *Deus laudat gloria* if the intended meaning is “God praises glory”; correct and explain.

Answer / model: *Deus laudat gloriam*. *Gloriam* must be accusative singular because it is the direct object; *gloria* would normally be nominative or ablative singular.

6. **Text:** *Pax hominibus bonæ voluntatis*.

Passage ID: I.5.1; exact source and collation state are recorded in the passage inventory.

Parse the three nouns and translate, marking any interpretive expansion.

Answer / notes: *Pax*: feminine singular nominative in a verbless acclamation or wish. *hominibus*: masculine plural dative, recipient. *voluntatis*: feminine singular genitive, dependent on *hominibus*; *bonæ* agrees with it. Conventional English supplies “be”; analytic Latin may mark interpretive [*sit*]. “Peace [be] to people of good will.”

Solution I.6 — Variant B

Worksheet ID: I.6

Focus: Case functions, agreement, and direct address

Use: This variant is equivalent in scope to Variant A.

- For each bold idea in “O Lord, give peace to the people of the Church”, name the expected Latin case: Lord, peace, people, Church.
Answer / model: “Lord”: vocative; “peace”: accusative direct object; “people”: dative recipient; “Church”: genitive possession or association.
- Parse every declined word in *Domine, non sum dignus*.
Answer / model: *Domine*: masculine singular vocative, direct address. Understood subject of *sum*: first-person singular. *dignus*: masculine singular nominative predicate adjective agreeing with the understood speaker.
- Make adjective *æternus*, -a, -um agree with (a) *vitam*, (b) *lumine*, and (c) *sæcula*.
Answer / model: (a) *vitam æternam*, feminine singular accusative; (b) *lumine æterno*, neuter singular ablative; (c) *sæcula æterna*, neuter plural nominative or accusative.
- Explain both possible roles of isolated *Deo*, then resolve it in *Deo gratias*.
Answer / model: *Deo* can be masculine singular dative or ablative. In *Deo gratias* it is dative recipient, “thanks to God”; no ablative-governing word or circumstance is present.
- Diagnose *cum Domino æternum*; correct the adjective and state the governing rule.
Answer / model: *cum Domino æterno*. *Cum* governs ablative; *Domino* is masculine singular ablative, so its adjective must be *æterno*.
- Text:** *Gloria Patri, et Filio, et Spiritui Sancto*.
Passage ID: I.6.1; exact source and collation state are recorded in the passage inventory.
Identify the implied element, parse the coordinated recipients, and translate.
Answer / notes: A wish such as *sit*, “be”, is implied. *Patri*, *Filio*, and *Spiritui Sancto* are masculine singular datives; *Sancto* agrees with *Spiritui*. “Glory be to the Father, and to the Son, and to the Holy Spirit.”

Solution I.7 — Variant C

Worksheet ID: I.7

Focus: Case selection from clause function and government

Use: Show the question that led to each case choice.

1. Assign a case to each role in “The priest gives the Lord’s book to Mary”: priest, Lord’s, book, Mary.
Answer / model: “priest”: nominative subject; “Lord’s”: genitive possessor; “book”: accusative object; “Mary”: dative recipient.
2. In *Agnus Dei, qui tollis peccata mundi*, identify the case and function of both genitives and the direct object.
Answer / model: *Dei*: masculine singular genitive modifying *Agnus*. *mundi*: masculine singular genitive modifying *peccata*. *peccata*: neuter plural accusative direct object of *tollis*.
3. Change *lux perpetua* from nominative singular to genitive singular, dative singular, and accusative singular.
Answer / model: Genitive: *lucis perpetuae*; dative: *luci perpetuae*; accusative: *lucem perpetuam*.
4. Why can *sanctis* not be assigned one case without context? Give its possible coordinates as an adjective form.
Answer / model: It may be dative or ablative plural in any gender. A governing preposition, recipient role, or noun agreement must resolve it.
5. Correct *in terra sanctam* when it means “on holy earth”; explain both corrections or confirmations.
Answer / model: *in terra sancta*. Here *in* denotes place where and governs the ablative; *terra* is already feminine singular ablative, and adjective *sancta* must agree.
6. **Text:** *Agnus Dei, qui tollis peccata mundi, dona nobis pacem*.
Passage ID: I.7.1; exact source and collation state are recorded in the passage inventory.
Parse *Agnus*, *Dei*, *peccata*, *mundi*, *nobis*, and *pacem*; then translate.
Answer / notes: *Agnus*: nominative singular used for direct address; *Dei*: genitive singular; *peccata*: accusative plural; *mundi*: genitive singular; *nobis*: dative plural recipient; *pacem*: accusative singular object. “Lamb of God, who take away the sins of the world, grant us peace.”

Solution I.8 — Variant D

Worksheet ID: I.8

Focus: Case contrasts, coordinated phrases, and correction

Use: Do not use word position as proof of case.

1. Give the Latin case expected for each italicized relation: *glory to God*; *Body of Christ*; *with the spirit*; *hear the word*; *O Father*.
Answer / model: Dative; genitive; ablative after *cum*; accusative direct object; vocative.
2. Parse *animam meam* and *Corpus Domini* by coordinates and relation.
Answer / model: *animam meam*: feminine singular accusative noun and agreeing possessive, an object phrase. *Corpus*: neuter singular nominative or accusative as context decides; *Domini*: masculine singular genitive modifying it, “Body of the Lord”.
3. Transform *Deus bonus animam custodit* so that plural gods guard plural souls.
Answer / model: *Dei boni animas custodiunt*. Nominative subject, adjective, accusative object, and verb number all change.
4. Explain why *Patris* and *Patri* are not interchangeable in “the name of the Father” and “glory to the Father”.
Answer / model: *Patris* is genitive singular for possession: *nomen Patris*. *Patri* is dative singular for recipient: *gloria Patri*.
5. Diagnose and correct *dona nos pacem*, intended “grant us peace”.
Answer / model: *Dona nobis pacem*. Recipient “us” requires dative *nobis*; direct object *pacem* remains accusative.
6. **Text:** *Corpus Domini nostri Iesu Christi custodiat animam meam*.
Passage ID: I.8.1; exact source and collation state are recorded in the passage inventory.
 Draw the genitive and agreement links, identify subject and object, and translate.
Answer / notes: Subject: neuter singular nominative *Corpus*. Genitive name chain *Domini nostri Iesu Christi* depends on it; *nostri* agrees with *Domini*. Object: feminine singular accusative *animam meam*. “May the Body of our Lord Jesus Christ preserve my soul.”

Part VI

Scope and Sources

CHAPTER 1

Scope and Qualifications

1.1 Packet boundary

This is packet EL-M01, *Form, Case, and Agreement*, in Triptych's print-first, self-paced Ecclesiastical Latin curriculum. It brings together the complete teaching units named on its cover, cumulative vocabulary and grammar memory work, connected ordinary or received Latin, written composition, integrated transfer practice, every A–D worksheet variant for its units, one qualitative readiness record, and matching terminal answers and models. This packet deliberately begins with ordinary project-composed Latin before applying the same grammar to received sacred text.

EL-GUIDE owns the course-wide study and correction method, source classes, recurrence loop, and the meaning of “before continuing.” EL-MW owns the printable cumulative memory system. EL-REFERENCE owns the compact grammar and reading lexicon. This packet nevertheless prints the instruction, passages, glosses, forms, exercises, and models needed for its ordinary work; it does not quietly depend on a separate textbook, dictionary, Missal, translation, or person directing the work.

The description before continuing names what should become reasonably dependable in fresh Latin. Repeated vocabulary, paradigms, contrasts, reconstruction, and composition are the normal means of making it dependable.

1.2 Controlling records and local state

Course-wide research records own editions, passages, vocabulary, answers, curriculum structure, rights, and verification. The leaf's packet map records its unit grouping, reader and memory sets, local boundary, and next direction. Claim-local qualifications remain beside affected material; received wording must agree with the course passage inventory and named edition.

Uncited ordinary examples are project-composed instructional Latin. Received texts, normalizations, adaptations, project glosses, and unresolved leads are distinguished by the course source convention. Project composition never presents itself as received liturgy, Scripture, or an author's wording.

The redesigned source edition has not inherited the release status of the earlier installed PDFs. A successful build does not install or release a new snapshot; each changed PDF remains subject to the recorded source, rights, review, and exact-byte authorization boundaries.

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.

Last revised (UTC): 2026-07-22T14:30:20Z

Reuse and rights. To the extent Triptych holds the rights, project-created content and design are licensed under CC BY 4.0. Scripture, liturgical or official texts, received prayers or hymns, quotations, fonts, and other third-party material retain their own status; public-domain material remains public domain. Identify changes. Attribution implies neither Triptych nor ecclesiastical approval. See `LICENSE` and `THIRD_PARTY.md` in the source.