

# Ecclesiastical Latin

## EL-M07: Reference, Comparison, and Number

Control relative, interrogative, and indefinite reference together with comparison, adverbs, and numerical expressions

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|                          |                                                 |
|--------------------------|-------------------------------------------------|
| <b>Packet key</b>        | M07                                             |
| <b>Stable lessons</b>    | EL-II.1,II.2                                    |
| <b>Course stage</b>      | Core Grammar                                    |
| <b>What this assumes</b> | Connected-reading control through EL-M06        |
| <b>Continue with</b>     | EL-M08, Infinitives, Participles, and Absolutes |

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.

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## Part I

## Teaching

## CHAPTER 1

## Relative, interrogative, and indefinite pronouns

This lesson develops the ability to:

- decline *qui*, *quæ*, *quod* and *quis*, *quid* without a chart;
- choose a relative pronoun's gender and number from its antecedent but its case from its own clause;
- distinguish a question, an ordinary relative clause, and a headless relative clause;
- recognize the indefinites most frequent in Scripture and the Missal.

## 1.1 Exact forms and rules

A **relative pronoun** typically introduces a clause that describes or identifies an **antecedent**, the noun or noun-equivalent to which it refers. An **interrogative pronoun** asks for missing information about a person or thing; an **indefinite pronoun** refers without identifying a particular person or thing. A pronoun is **substantival** when it occupies a noun's slot ("who?"), but **adjectival** when it modifies a noun ("which offering?").

The relative pronoun: *qui*, *quæ*, *quod*

|      | Singular |       |       | Plural |        |        |
|------|----------|-------|-------|--------|--------|--------|
|      | M        | F     | N     | M      | F      | N      |
| Nom. | qui      | quæ   | quod  | qui    | quæ    | quæ    |
| Gen. | cuius    | cuius | cuius | quorum | quarum | quorum |
| Dat. | cui      | cui   | cui   | quibus | quibus | quibus |
| Acc. | quem     | quam  | quod  | quos   | quas   | quæ    |
| Abl. | quo      | qua   | quo   | quibus | quibus | quibus |

The antecedent determines gender and number; the relative pronoun's own job in its clause determines case. Thus in *Hostiam quam offerimus*, *quam* is feminine singular because of *hostiam*, and accusative because it is the object of *offerimus*. A relative can have no expressed antecedent. This is a **headless relative**: the relative clause itself includes the sense of the missing antecedent, so *quod accepimus* means "what [the thing which] we have received."

## Questions and indefinites

Substantival *quis? quid?* asks “who? what?”; adjectival *qui? quæ? quod?* asks “which? what kind of?” Except for nominative singular masculine *quis* and nominative/accusative singular neuter *quid*, the interrogative declines like the relative. *uter, utra, utrum* asks “which of two?” and declines like *pulcher*.

| Form                                    | Force                       | Rule or warning                                                                                                                                 |
|-----------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>aliquis, aliquid</i>                 | someone, something          | after <i>si, nisi, ne, num</i> , the prefix normally drops: <i>si quis</i> , “if anyone”                                                        |
| <i>quidam, quædam, quoddam</i>          | a certain                   | the <i>-m</i> assimilates before <i>d</i> : <i>quendam, quandam</i>                                                                             |
| <i>quisque, quidque</i>                 | each one, each thing        | enclitic <i>-que</i> belongs to the pronoun                                                                                                     |
| <i>quicumque, quæcumque, quodcumque</i> | whoever, whatever           | decline only the first part                                                                                                                     |
| <i>nemo</i>                             | no one                      | nom. <i>nemo</i> , dat. <i>nemini</i> , acc. <i>neminem</i> ; gen./abl. commonly <i>nullius/nullo</i>                                           |
| <i>nihil</i>                            | nothing                     | indeclinable neuter in nom./acc.; oblique senses normally use <i>nullius rei, nulli rei, nulla re</i> ; limited idioms use <i>nihili/nihilo</i> |
| <i>omnis; uterque; alius</i>            | every; each of two; another | adjectives often used substantively; <i>alius</i> has genitive <i>alius</i> , dative <i>alii</i>                                                |

An **enclitic** is a short element attached to the end of the preceding word rather than standing independently. Thus the *-que* of *quisque* is part of the pronoun; it is not the coordinating conjunction *-que* attached later.

## 1.2 Reading the forms in context

### Worked example: an implied antecedent in the Gloria

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

*Qui sedes ad dexteram Patris, miserere nobis.*

**Analysis.** *Qui* is nominative masculine singular. Its antecedent is the Christ addressed as an implied *tu*; it is the subject of second-person *sedes*. The imperative *miserere* governs dative *nobis*.

English rendering status: unavailable.

### Worked example: a headless relative in a Postcommunion

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

*Quod ore sumpsimus, Domine, pura mente capiamus.*

**Analysis.** *Quod* is accusative neuter singular, the object within *sumpsimus*; the entire clause *quod ore sumpsimus* is the object of hortatory *capiamus*. A **hortatory subjunctive** urges “let us” action. The form *ore* is means and *pura mente* manner.

**Translation.** “Lord, may we take in with a pure mind what we have received by mouth.”

**Worked example: question and relative together (Psalm 115:12)**

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

*Quid retribuam Domino pro omnibus quæ retribuit mihi?*

**Analysis.** Interrogative *quid* is the neuter singular object of *retribuam*. Substantival *omnibus* means “all the things”; relative *quæ* is neuter plural because of that antecedent and accusative as the object of *retribuit*.

**Translation.** “What shall I return to the Lord for all that he has given me?”

**Worked example: a negative indefinite (John 14:6)**

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

*Nemo venit ad Patrem, nisi per me.*

**Analysis.** *Nemo* is nominative singular and the subject of *venit*; *nisi* excepts one route from the universal negative.

**Translation.** “No one comes to the Father except through me.”

**1.3 Writing laboratory**

Copy the full relative paradigm twice. On the first copy underline the three forms in *-ius* or *-i*; on the second, circle every neuter nominative/accusative identity. Then study, cover, and reproduce these printed phrases from memory: *qui tollis peccata mundi*; *quod ore sumpsimus*; *pro omnibus quæ retribuit mihi*. Label antecedent, case-giver, and clause function.

For controlled composition, combine each pair with a relative: “We praise the Lamb. The Lamb takes away sins” → *Laudamus Agnum, qui peccata tollit*; “Receive the offering. We offer it” → *Suscipe oblationem quam offerimus*. Finally write one question with *quid* and one condition with *si quis*.

## CHAPTER 2

## Comparison, adverbs, and numerals

This lesson develops the ability to:

- form and decline regular and irregular comparatives and superlatives;
- identify both constructions of comparison and the ablative of degree;
- derive and compare adverbs;
- read the cardinal, ordinal, and distributive numerals needed in rubrics and lessons.

## 2.1 Comparison exactly stated

The **positive degree** names a quality without comparison (“holy”). The **comparative degree** presents a higher or lower degree (“holier”). The **superlative degree** presents the highest degree or, in some contexts, a very high degree (“holiest” or “very holy”). An **adverb** modifies a verb, adjective, or another adverb rather than agreeing with a noun.

## Adjectives and adverbs

A regular comparative adds *-ior* (masculine/feminine) and *-ius* (neuter) to the adjective stem and declines as a third-declension consonant stem: genitive *-ioris*, dative *-iori*, accusative masculine/feminine *-iorem*, ablative singular *-iore*, nominative/accusative neuter plural *-iora*. A regular superlative adds *-issimus*, *-a*, *-um*; stems in *-r* normally add *-rimus* (*pulcher*, *pulcherrimus*); six adjectives in *-ilis* commonly add *-limus* (including *facillimus*, *humillimus*, *simillimus*).

| Positive      | Comparative                                          | Superlative     | Adverbs                         |
|---------------|------------------------------------------------------|-----------------|---------------------------------|
| <i>bonus</i>  | <i>melior, melius</i>                                | <i>optimus</i>  | <i>bene, melius, optime</i>     |
| <i>malus</i>  | <i>peior, peius</i>                                  | <i>pessimus</i> | <i>male, peius, pessime</i>     |
| <i>magnus</i> | <i>maior, maius</i>                                  | <i>maximus</i>  | <i>magnopere, magis, maxime</i> |
| <i>parvus</i> | <i>minor, minus</i>                                  | <i>minimus</i>  | <i>paulum, minus, minime</i>    |
| <i>multus</i> | <i>plus, pluris</i> n. sg.; <i>plures, plura</i> pl. | <i>plurimus</i> | <i>multum, plus, plurimum</i>   |

|      | Singular      |               | Plural        |                 |
|------|---------------|---------------|---------------|-----------------|
|      | M/F           | N             | M/F           | N               |
| Nom. | <i>-ior</i>   | <i>-ius</i>   | <i>-iores</i> | <i>-iora</i>    |
| Gen. |               | <i>-ioris</i> |               | <i>-iorum</i>   |
| Dat. |               | <i>-iori</i>  |               | <i>-ioribus</i> |
| Acc. | <i>-iorem</i> | <i>-ius</i>   | <i>-iores</i> | <i>-iora</i>    |
| Abl. |               | <i>-iore</i>  |               | <i>-ioribus</i> |

First/second-declension adjectives normally make adverbs in *-e*; third-declension adjectives use *-iter* (or *-er* after *-ns*): *digne, fortiter, prudenter*. The comparative adverb is normally the neuter singular comparative. The superlative adverb is formed from the superlative-adjective stem plus *-e*: *sanctissime, pulcherrime, facillime, optime*.

## Comparison and counting

The **standard of comparison** is the person, thing, or group against which the comparative is measured. Parallel terms in the same clause normally use *quam* plus the same case; *quam* may instead introduce an elliptical clause whose noun takes its own function and case, as *quam hæc dilectio [est]*. An ablative without *quam* may express the standard when the compared word is nominative or accusative. *Maior quam frater* and *maior fratre* both mean “greater than the brother.” An ablative such as *multo* states degree of difference: “much greater.” A superlative may take a **partitive genitive**, which names the whole group from which the highest member is selected, or *ex/de* plus ablative.

| Cardinal Form |                                                           | Ordinal Form |                                                                    |
|---------------|-----------------------------------------------------------|--------------|--------------------------------------------------------------------|
| 1             | <i>unus, -a, -um</i>                                      | 1st          | <i>primus</i>                                                      |
| 2             | <i>duo, duæ, duo</i>                                      | 2nd          | <i>secundus</i>                                                    |
| 3             | <i>tres, tria</i>                                         | 3rd          | <i>tertius</i>                                                     |
| 4–10          | <i>quattuor, quinque, sex, septem, octo, novem, decem</i> | 4th–10th     | <i>quartus, quintus, sextus, septimus, octavus, nonus, decimus</i> |
| 100           | <i>centum</i>                                             | 100th        | <i>centesimus</i>                                                  |
| 1000          | <i>mille</i> ; plural <i>milia</i> + genitive             | 1000th       | <i>millesimus</i>                                                  |

**Cardinal numerals** answer “how many”; **ordinal numerals** mark position in a sequence (first, second); **distributive numerals** answer “how many apiece”; and **multiplicative adverbs** answer “how many times.” *unus* has genitive *unius*, dative *uni*; *duo* and *tres* decline. Ordinals decline like *bonus*. Distributives answer “how many each”: *singuli, bini, terni*. Multiplicative adverbs include *semel, bis, ter*.

|      | <i>unus, una, unum</i>  | <i>duo, duæ, duo</i>          | <i>tres, tres, tria</i> |
|------|-------------------------|-------------------------------|-------------------------|
| Nom. | <i>unus, una, unum</i>  | <i>duo, duæ, duo</i>          | <i>tres, tres, tria</i> |
| Gen. | <i>unius</i>            | <i>duorum, duarum, duorum</i> | <i>trium</i>            |
| Dat. | <i>uni</i>              | <i>duobus, duabus, duobus</i> | <i>tribus</i>           |
| Acc. | <i>unum, unam, unum</i> | <i>duos, duas, duo</i>        | <i>tres, tres, tria</i> |
| Abl. | <i>uno, una, uno</i>    | <i>duobus, duabus, duobus</i> | <i>tribus</i>           |

Singular *mille* is indeclinable and directly modifies a noun. Plural *milia* is a neuter plural noun: nominative/accusative *milia*, genitive *milium*, dative/ablative *milibus*; the counted noun is genitive plural.

## 2.2 Reading the forms in context

### Worked example: a substantive superlative in the Gloria

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

*Tu solus Altissimus, Iesu Christe.*

**Analysis.** *Altissimus* is nominative masculine singular superlative of *altus* and is used substantively as a title; *solus* limits *tu*.

**English rendering status:** unavailable.

**Worked example: ablative standard (John 15:13)**

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

*Maiorem hac dilectionem nemo habet.*

**Analysis.** *maiores* modifies accusative *dilectionem*. Ablative *hac* is a substantival demonstrative supplying the standard without *quam*, with a second *dilectione* understood: “greater than this [love].” The printed *dilectionem* is accusative and belongs with *maiores*; it is not the noun of the ablative standard.

**Translation.** “No one has love greater than this love.”

**Worked example: ordinal time in the Creed**

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

*Et resurrexit tertia die secundum Scripturas.*

**Analysis.** *tertia die* is ablative of time when. Here *dies* is feminine, as shown by feminine ablative *tertia*; *secundum* is a preposition governing the accusative plural.

**English rendering status: unavailable.**

**Worked example: multiplicative counting (Matthew 26:34)**

Worked passage ID: W.II.8; exact source and collation state are recorded in the passage inventory.

*Priusquam gallus cantet, ter me negabis.*

**Analysis.** Indeclinable adverb *ter* modifies *negabis*: the denial will occur three times. It is not an adjective agreeing with an expressed noun.

**Translation.** “Before the cock crows, you will deny me three times.”

**2.3 Writing laboratory**

Write the five irregular comparison rows from memory. Under each, add one Latin phrase that uses the comparative and one that uses the superlative. Copy *Maiorem hac dilectionem nemo habet* three times: first in Missal order, then with *hac dilectione* together, then with *quam hæc dilectio*. Explain why the case changes.

Compose: “Christ is higher than every king” in both comparison constructions; “on the second day” and “for three days”; “they pray more devoutly”; “each priest receives one host.” Use *altus*, *rex*, *dies*, *devote*, *singuli*, *sacerdos*, *hostia*.

## 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                                                                                                                            |
|------|--------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| L049 | <i>creo, -are, -avi, -atum</i>             | create, appoint              | verb; first conjugation; normally takes an accusative object; sense follows register                                                          |
| L050 | <i>aperio, -ire, aperui, apertum</i>       | open                         | verb; fourth conjugation; normally takes an accusative object                                                                                 |
| L051 | <i>invenio, -ire, inveni, inventum</i>     | find                         | verb; fourth conjugation; normally takes an accusative object                                                                                 |
| L052 | <i>peto, -ere, petivi, petitum</i>         | seek, ask for, aim at        | verb; third conjugation; object and context distinguish request from movement or attack                                                       |
| L053 | <i>sequor, sequi, secutus sum</i>          | follow                       | deponent verb; third conjugation; takes an accusative object despite passive-looking forms                                                    |
| L054 | <i>loquor, loqui, locutus sum</i>          | speak                        | deponent verb; third conjugation; topic or addressee construction follows context                                                             |
| L055 | <i>confiteor, confiteri, confessus sum</i> | confess, acknowledge, praise | deponent verb; second conjugation; object or addressee depends on the contextual sense                                                        |
| L056 | <i>misereor, misereri, misertus sum</i>    | have mercy, pity             | deponent verb; second conjugation; learn the complement actually used in the source; liturgical nobis is dative                               |
| L295 | <i>unus, -a, -um</i>                       | one; one alone               | cardinal numeral; pronominal adjective; genitive singular <i>unius</i> , dative <i>uni</i> ; agrees with its noun and may stand substantively |
| L296 | <i>duo, duæ, duo</i>                       | two                          | irregular cardinal numeral; declines in the plural with distinct gender forms; learn the complete paradigm                                    |
| L297 | <i>tres, tria</i>                          | three                        | cardinal numeral; third-declension plural adjective; masculine and feminine <i>tres</i> , neuter <i>tria</i> ; genitive <i>trium</i>          |
| L298 | <i>quattuor</i>                            | four                         | indeclinable cardinal numeral; number and syntactic function are shown by the counted noun and clause                                         |
| L299 | <i>quinque</i>                             | five                         | indeclinable cardinal numeral; number and syntactic function are shown by the counted noun and clause                                         |
| L300 | <i>primus, -a, -um</i>                     | first                        | first/second-declension ordinal adjective; agrees with its noun; order, rank, and first part of a whole depend on context                     |
| L301 | <i>secundus, -a, -um</i>                   | second; following; favorable | first/second-declension adjective and ordinal; agree with its noun; ordinal and non-ordinal senses require context                            |
| L302 | <i>tertius, -a, -um</i>                    | third                        | first/second-declension ordinal adjective; agrees with its noun and may stand substantively                                                   |
| L303 | <i>maior, maius</i>                        | greater, larger, older       | comparative adjective; third declension; genitive <i>maioris</i> ; comparison may use <i>quam</i> or an ablative according to construction    |
| L304 | <i>minor, minus</i>                        | smaller, less, younger       | comparative adjective; third declension; genitive <i>minoris</i> ; agree with the compared noun and prove the comparison construction         |
| L305 | <i>melior, melius</i>                      | better                       | irregular comparative adjective; genitive <i>melioris</i> ; masculine and feminine <i>melior</i> , neuter <i>melius</i>                       |

| ID   | Citation form            | Project gloss        | Morphology and use                                                                                                                                |
|------|--------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| L306 | <i>peior, peius</i>      | worse                | irregular comparative adjective; genitive <i>peioris</i> ; agree with the noun or read substantively as syntax requires                           |
| L307 | <i>plus, pluris n.</i>   | more                 | irregular comparative adjective, substantive, or adverb; case, agreement, and construction distinguish substantive quantity from adverbial degree |
| L308 | <i>plurimus, -a, -um</i> | most, very many      | irregular superlative adjective; agrees with its noun; singular mass and plural count uses differ                                                 |
| L309 | <i>paucus, -a, -um</i>   | few, little          | first/second-declension adjective, chiefly plural for count nouns; number and head noun determine few people or things versus little amount       |
| L310 | <i>satis</i>             | enough, sufficiently | indeclinable noun-like quantifier or adverb; may take a partitive genitive; distinguish quantity from adverbial degree                            |
| L311 | <i>sæpe</i>              | often                | adverb; modifies a verb, adjective, adverb, or wider proposition according to placement                                                           |

## 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     | L049 | <i>creo, -are, -avi, -atum</i>             | _____ |
| N     | L050 | <i>aperio, -ire, aperui, apertum</i>       | _____ |
| N     | L051 | <i>invenio, -ire, inveni, inventum</i>     | _____ |
| N     | L052 | <i>peto, -ere, petivi, petitum</i>         | _____ |
| N     | L053 | <i>sequor, sequi, secutus sum</i>          | _____ |
| N     | L054 | <i>loquor, loqui, locutus sum</i>          | _____ |
| N     | L055 | <i>confiteor, confiteri, confessus sum</i> | _____ |
| N     | L056 | <i>misereor, misereri, misertus sum</i>    | _____ |
| N     | L295 | <i>unus, -a, -um</i>                       | _____ |
| N     | L296 | <i>duo, duæ, duo</i>                       | _____ |
| N     | L297 | <i>tres, tria</i>                          | _____ |
| N     | L298 | <i>quattuor</i>                            | _____ |

| Event | ID   | Latin                                 | Sense |
|-------|------|---------------------------------------|-------|
| N     | L299 | <i>quinque</i>                        |       |
| N     | L300 | <i>primus, -a, -um</i>                |       |
| N     | L301 | <i>secundus, -a, -um</i>              |       |
| N     | L302 | <i>tertius, -a, -um</i>               |       |
| N     | L303 | <i>maior, maius</i>                   |       |
| N     | L304 | <i>minor, minus</i>                   |       |
| N     | L305 | <i>melior, melius</i>                 |       |
| N     | L306 | <i>peior, peius</i>                   |       |
| N     | L307 | <i>plus, pluris n.</i>                |       |
| N     | L308 | <i>plurimus, -a, -um</i>              |       |
| N     | L309 | <i>paucus, -a, -um</i>                |       |
| N     | L310 | <i>satis</i>                          |       |
| N     | L311 | <i>sæpe</i>                           |       |
| R1    | L041 | <i>sum, esse, fui, futurus</i>        |       |
| R1    | L042 | <i>possum, posse, potui</i>           |       |
| R1    | L043 | <i>habeo, -ere, habui, habitum</i>    |       |
| R1    | L044 | <i>facio, -ere, feci, factum</i>      |       |
| R1    | L278 | <i>ipse, ipsa, ipsum</i>              |       |
| R1    | L283 | <i>nihil, indeclinable n.</i>         |       |
| R1    | L289 | <i>super + accusative or ablative</i> |       |
| R1    | L294 | <i>pro + ablative</i>                 |       |

| Event | ID   | Latin                                         | Sense |
|-------|------|-----------------------------------------------|-------|
| R2    | L037 | <i>audio, -ire, -ivi, -itum</i>               | _____ |
| R2    | L038 | <i>lego, -ere, legi, lectum</i>               | _____ |
| R2    | L039 | <i>scribo, -ere, scripsi, scriptum</i>        | _____ |
| R2    | L040 | <i>venio, -ire, veni, ventum</i>              | _____ |
| R2    | L263 | <i>servo, -are, -avi, -atum</i>               | _____ |
| R2    | L270 | <i>pono, -ere, posui, positum</i>             | _____ |
| R2    | L275 | <i>ingredior, ingredi, ingressus sum</i>      | _____ |
| R2    | L277 | <i>proficiscor, proficisci, profectus sum</i> | _____ |
| R5    | L009 | <i>puer, pueri m.</i>                         | _____ |
| R5    | L010 | <i>puella, -æ f.</i>                          | _____ |
| R5    | L011 | <i>vir, viri m.</i>                           | _____ |
| R5    | L012 | <i>femina, -æ f.</i>                          | _____ |
| R5    | L211 | <i>frater, fratris m.</i>                     | _____ |
| R5    | L218 | <i>tectum, -i n.</i>                          | _____ |
| R5    | L223 | <i>flumen, fluminis n.</i>                    | _____ |
| R5    | L226 | <i>navis, navis f.</i>                        | _____ |

### 1.3 Grammar retrieval

| ID   | Fact                                     | Prompt                                              | Response |
|------|------------------------------------------|-----------------------------------------------------|----------|
| G029 | <b>Demonstratives</b><br><i>pronouns</i> | What must be recorded when parsing a demonstrative? | _____    |

| ID   | Fact                                                         | Prompt                                                                                                     | Response |
|------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------|
| G030 | <b>The relative-pronoun two-axis rule</b><br><i>pronouns</i> | State how a relative pronoun receives gender, number, and case.                                            | _____    |
| G073 | <b>Comparison of adjectives</b><br><i>adjectives</i>         | State the ordinary comparison series and the case commonly used after a comparative without <i>quam</i> .  | _____    |
| G074 | <b>Adverbs and numerals</b><br><i>word classes</i>           | How should an adverb or numeral be entered and parsed rather than forced into a noun or adjective pattern? | _____    |

## 1.4 Reconstruct and compose

**Reconstruction.** Combine the perfect passive participles *inventus* and *apertus* with the proper form of *sum*.

---



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**Composition.** Write one true passive and one deponent clause, then identify why their similar endings do not imply the same voice meaning.

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## Part III

## Reading and Composition

## CHAPTER 1

## Connected Latin and written expression

## CHAPTER 2

## Reader: comparison, number, and reference

Text class: P — project-composed exposition.

*Duae viae ad urbem ducunt. Via montana brevior est quam via flumini proxima, sed multo difficilior. Haec hieme saepe clauditur; illa per totum annum patet. Tres viatores viam breviorē elegerunt, quattuor autem longiorē. Primi ante meridiem ad portam venerunt, sed fessi erant; alteri serius advenerunt, tamen sarcinas integras portaverunt. Neutra via semper melior est: consilium ex tempore, caelo, et viribus capiendum est.*

**Gloss.** *montanus*, mountain; *flumini proximus*, near the river; *brevior*, shorter; *difficilior*, more difficult; *hiems*, winter; *clauditur*, is closed; *patet*, lies open; *eligo*, choose; *fessus*, tired; *integer*, intact; *neuter*, neither; *vires*, strength; *capiendum est*, must be formed.

Resolve *haec*, *illa*, *primi*, and *alteri* before translating. Rewrite the comparison three ways: positive with *tam . . . quam*, comparative with *quam*, and comparative with an ablative. Then compose a seven-sentence comparison of two real routes, tools, or methods; include cardinal, ordinal, and distributive numerical ideas.

## 2.1 Before continuing

You should reasonably be able to maintain reference through a comparison, recover comparative constructions and numerical expressions, and write a coherent exposition rather than a list of isolated examples.

## 2.2 Reference chains and comparison — connected practice

**Connection.** Relative, interrogative, and indefinite forms organize reference while comparative forms organize degree.

**Practice.** Parse and translate *Viator qui celerius ambulat prius ad urbem venit; ille autem quem videmus lentissimus est*. Identify each antecedent, comparison, and adverb.

**Recall without notes.** Replace *viator* with a feminine plural subject and make every dependent form agree.

## 2.3 Number as morphology and information — connected practice

**Connection.** Cardinals, ordinals, distributives, and numerical adverbs answer different questions and behave differently in syntax.

**Practice.** Write six ordinary sentences distinguishing “three”, “the third”, “three each”, and “three times”; include one date or distance expression and parse every numeral.

**Recall without notes.** Retrieve the irregular comparison of *bonus*, *malus*, *magnus*, and *parvus*.

## 2.4 Expository composition seed — connected practice

**Connection.** Definition and comparison are early building blocks of later argumentative and periodic prose.

**Practice.** Define two kinds of road, compare them by three features, and conclude which a traveler chooses under one stated condition. Use a relative clause, one comparative adjective, one comparative adverb, and an ordinal.

**Recall without notes.** Underline the exact Latin that connects each claim.

## Part IV

# Cumulative Practice

## CHAPTER 1

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### Pronouns: parallel forms

#### How to use the four cumulative variants

Each lettered form revisits the same family with different Latin. Use an early form while the explanation is open, another from memory, and the remaining forms after other work has intervened. Unless an item says otherwise, parse every bolded or requested form fully and translate the entire Latin sentence. A model translation may be worded differently without being wrong, but its agency, negation, time, and clause relation must match. The useful question is whether the deciding Latin evidence can be found, explained, and carried into fresh work. Copy every corrected Latin sentence once in full before returning to a different variant.

### Worksheet II.1 — Pronouns A

#### Worksheet ID: II.1

**Focus:** relative agreement, internal case, questions, indefinites

**Use:** Complete without a paradigm; show the case-giver for every relative.

1. Write the relative pronoun in all five singular cases, masculine, feminine, and neuter.

- 
2. Supply the relative: *sacrificium* \_\_\_\_\_ *offerimus*; *hostia* \_\_\_\_\_ *offertur*;  
*Patri* \_\_\_\_\_ *gratias agimus*.
-

3. Parse *quid* and *quæ*: *Quid retribuam pro omnibus quæ retribuit mihi?*
- 

4. Combine with one relative clause: *Laudamus Agnum. Agnus peccata mundi tollit.*
- 

5. **Text:** *Qui sedes ad dexteram Patris, miserere nobis.*

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

Parse *qui* and identify its antecedent.

---

6. Write in Latin: “If anyone receives what we offer, let him give thanks to God.”
-

**Worksheet II.2 — Pronouns B****Worksheet ID:** II.2**Focus:** relative agreement, internal case, questions, indefinites**Use:** Complete without a paradigm; show the case-giver for every relative.

1. Write the complete plural paradigm of *qui*, *quæ*, *quod*.

---

2. Supply the relative: *dona* \_\_\_\_\_ *benedicis*; *discipuli* \_\_\_\_\_ *credunt*; *Ecclesia* \_\_\_\_\_ *servimus*.

- 
3. Distinguish the forms: *Quis venit?* *Quod donum portat?* *Quid portat?*

- 
4. Replace the repeated noun: *Suscipe oblationem. Oblationem offerimus pro Ecclesia.*

- 
5. **Text:** *Nemo venit ad Patrem, nisi per me.*

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

Parse *nemo*; explain *nisi*; translate.

- 
6. Write in Latin: "Whoever hears these words does what God commands."
-

## Worksheet II.3 — Pronouns C

Worksheet ID: II.3

**Focus:** relative agreement, internal case, questions, indefinites**Use:** Complete without a paradigm; show the case-giver for every relative.

1. Give genitive, dative, accusative, and ablative singular of *quis?* *quid?*.

---

2. Supply the relative: *calix ex \_\_\_\_\_ bibimus; verba \_\_\_\_\_ audivisti; sacerdotes \_\_\_\_\_ dona tradidimus.*

- 
3. Explain the forms in *si quis*, *ne quid*, *aliquis venit*, *quidam sacerdos*.

- 
4. Make the antecedent headless: *Accipimus id quod Deus dat.*

- 
5. **Text:** *Quod ore sumpsimus, Domine, pura mente capiamus.*

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

Parse *quod* and translate without treating it as a conjunction.

- 
6. Write in Latin: “Each person offers something; no one offers everything.”
-

**Worksheet II.4 — Pronouns D****Worksheet ID:** II.4**Focus:** relative agreement, internal case, questions, indefinites**Use:** Complete without a paradigm; show the case-giver for every relative.

1. Decline *uter*, *utra*, *utrum* in the singular.

- 
2. Supply the relative: *Mater* \_\_\_\_\_ *Filium videt*; *Filius* \_\_\_\_\_ *Mater videt*; *discipulus a* \_\_\_\_\_ *panis accipitur*.

- 
3. Parse *neminem*, *nemini*, *nihil*, *nullius hominis*, *nullius rei* and give the base meaning.

- 
4. Correct the relative-case error: *Hostiam quæ offerimus suscipe*.

- 
5. **Text:** *Omnis qui se exaltat humiliabitur, et qui se humiliat exaltabitur*.

*Passage ID: II.4.1; exact source and collation state are recorded in the passage inventory.*Parse both instances of *qui* and translate.

- 
6. Write in Latin: “Which of the two gifts will you receive, and to whom will you give it?”
-

---

CHAPTER 2

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**Comparison, adverbs, and numerals: parallel forms****Worksheet II.5 — Comparison A****Worksheet ID:** II.5**Focus:** regular and irregular comparison, adverbs, numeral syntax**Use:** Give exact forms and show whether a standard uses *quam* or ablative.

1. Compare *sanctus*, adjective and adverb.

---

2. Give all degrees of *bonus* and *bene*.

---

3. Rewrite *Christus maior est quam propheta* without *quam*.

---

4. Write in Latin: “on the third day” and “for three days.”

---

5. **Text:** *Maiorem hac dilectionem nemo habet, ut animam suam ponat quis pro amicis suis.*

*Passage ID: II.5.1; exact source and collation state are recorded in the passage inventory.*Parse *maiorem hac dilectionem*; translate.

---

6. Write in Latin: “The two disciples pray more devoutly than the three servants.”

---

**Worksheet II.6 — Comparison B****Worksheet ID:** II.6**Focus:** regular and irregular comparison, adverbs, numeral syntax**Use:** Give exact forms and show whether a standard uses *quam* or ablative.

1. Compare *humilis*, adjective and adverb.

---

2. Give all degrees of *magnus* and its usual adverbs.

---

3. Rewrite *Hæc hostia pretiosior est illa hostia* with *quam*.

---

4. Write the ordinals fourth through tenth.

---

5. **Text:** *Tu solus Sanctus, tu solus Dominus, tu solus Altissimus, Iesu Christe.*

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

Parse *Altissimus* and explain the repeated *solus*.

---

6. Write in Latin: “Each of the two priests receives one gift on the second day.”

---

**Worksheet II.7 — Comparison C****Worksheet ID:** II.7**Focus:** regular and irregular comparison, adverbs, numeral syntax**Use:** Give exact forms and show whether a standard uses *quam* or ablative.

1. Compare *pulcher* and its adverb.

---

2. Give all degrees of *malus* and *male*.

---

3. Add degree of difference: “much holier than this priest” using the ablative standard.

---

4. Decline *tres*, *tria* in nominative, genitive, and accusative.

---

5. **Text:** *Et resurrexit tertia die secundum Scripturas.*

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

Identify numeral type and case function.

---

6. Write in Latin: “No one speaks better, but the humblest disciple prays most devoutly.”

---

**Worksheet II.8 — Comparison D****Worksheet ID:** II.8**Focus:** regular and irregular comparison, adverbs, numeral syntax**Use:** Give exact forms and show whether a standard uses *quam* or ablative.

1. Compare *facilis* and its adverb.

---

2. Give all degrees of *parvus* and the corresponding adverbs.

---

3. Give two Latin versions of “Mary is holier than every disciple.”

---

4. Give Latin cardinal/adverb pairs for “once, twice, three times.”

---

5. **Text:** *Priusquam gallus cantet, ter me negabis.*

*Passage ID: II.8.1; exact source and collation state are recorded in the passage inventory.*Parse *ter*; translate the whole sentence.

---

6. Write in Latin: “A thousand believers sing, and two thousand pray.”

---

## CHAPTER 3

### Before continuing

**Before continuing.** Resolve relative and indefinite reference in connected prose; form and interpret regular and irregular comparison; distinguish adjectives from adverbs; use cardinal, ordinal, distributive, and adverbial numbers accurately; and write a short comparative exposition with explicit connective structure.

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     | L049 | <i>creo, -are, -avi, -atum</i>             | create, appoint                  |
| N     | L050 | <i>aperio, -ire, aperui, apertum</i>       | open                             |
| N     | L051 | <i>invenio, -ire, inveni, inventum</i>     | find                             |
| N     | L052 | <i>peto, -ere, petivi, petitum</i>         | seek, ask for, aim at            |
| N     | L053 | <i>sequor, sequi, secutus sum</i>          | follow                           |
| N     | L054 | <i>loquor, loqui, locutus sum</i>          | speak                            |
| N     | L055 | <i>confiteor, confiteri, confessus sum</i> | confess, acknowledge, praise     |
| N     | L056 | <i>misereor, misereri, misertus sum</i>    | have mercy, pity                 |
| N     | L295 | <i>unus, -a, -um</i>                       | one; one alone                   |
| N     | L296 | <i>duo, duæ, duo</i>                       | two                              |
| N     | L297 | <i>tres, tria</i>                          | three                            |
| N     | L298 | <i>quattuor</i>                            | four                             |
| N     | L299 | <i>quinque</i>                             | five                             |
| N     | L300 | <i>primus, -a, -um</i>                     | first                            |
| N     | L301 | <i>secundus, -a, -um</i>                   | second; following; favorable     |
| N     | L302 | <i>tertius, -a, -um</i>                    | third                            |
| N     | L303 | <i>maior, maius</i>                        | greater, larger, older           |
| N     | L304 | <i>minor, minus</i>                        | smaller, less, younger           |
| N     | L305 | <i>melior, melius</i>                      | better                           |
| N     | L306 | <i>peior, peius</i>                        | worse                            |
| N     | L307 | <i>plus, pluris n.</i>                     | more                             |
| N     | L308 | <i>plurimus, -a, -um</i>                   | most, very many                  |
| N     | L309 | <i>paucus, -a, -um</i>                     | few, little                      |
| N     | L310 | <i>satis</i>                               | enough, sufficiently             |
| N     | L311 | <i>sæpe</i>                                | often                            |
| R1    | L041 | <i>sum, esse, fui, futurus</i>             | be                               |
| R1    | L042 | <i>possum, posse, potui</i>                | be able, can                     |
| R1    | L043 | <i>habeo, -ere, habui, habitum</i>         | have, hold, regard               |
| R1    | L044 | <i>facio, -ere, feci, factum</i>           | make, do                         |
| R1    | L278 | <i>ipse, ipsa, ipsum</i>                   | self, very; he or she personally |
| R1    | L283 | <i>nihil, indeclinable n.</i>              | nothing                          |

| Event | ID   | Latin                                         | Project gloss                                       |
|-------|------|-----------------------------------------------|-----------------------------------------------------|
| R1    | L289 | <i>super + accusative or ablative</i>         | over, above; upon; concerning                       |
| R1    | L294 | <i>pro + ablative</i>                         | before, on behalf of, in place of, in proportion to |
| R2    | L037 | <i>audio, -ire, -ivi, -itum</i>               | hear, listen to                                     |
| R2    | L038 | <i>lego, -ere, legi, lectum</i>               | read, gather, choose                                |
| R2    | L039 | <i>scribo, -ere, scripsi, scriptum</i>        | write                                               |
| R2    | L040 | <i>venio, -ire, veni, ventum</i>              | come                                                |
| R2    | L263 | <i>servo, -are, -avi, -atum</i>               | save, preserve, keep                                |
| R2    | L270 | <i>pono, -ere, posui, positum</i>             | put, place, set down                                |
| R2    | L275 | <i>ingredior, ingredi, ingressus sum</i>      | enter, go in                                        |
| R2    | L277 | <i>proficiscor, proficisci, profectus sum</i> | set out, depart                                     |
| R5    | L009 | <i>puer, pueri m.</i>                         | boy, child                                          |
| R5    | L010 | <i>puella, -æ f.</i>                          | girl                                                |
| R5    | L011 | <i>vir, viri m.</i>                           | man                                                 |
| R5    | L012 | <i>femina, -æ f.</i>                          | woman                                               |
| R5    | L211 | <i>frater, fratris m.</i>                     | brother                                             |
| R5    | L218 | <i>tectum, -i n.</i>                          | roof, house, shelter                                |
| R5    | L223 | <i>flumen, fluminis n.</i>                    | river, stream                                       |
| R5    | L226 | <i>navis, navis f.</i>                        | ship, boat                                          |

## Grammar models

| ID   | Fact                                                         | Prompt                                                                                                     | Model                                                                                                                                                                                                                                                              |
|------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| G029 | <b>Demonstratives</b><br><i>pronouns</i>                     | What must be recorded when parsing a demonstrative?                                                        | Give lemma, gender, number, case, syntactic function, and contextual referent or discourse force. Near/far English glosses are only starting points.                                                                                                               |
| G030 | <b>The relative-pronoun two-axis rule</b><br><i>pronouns</i> | State how a relative pronoun receives gender, number, and case.                                            | Gender and number normally come from the antecedent; case comes from the relative pronoun's function inside its own clause.                                                                                                                                        |
| G073 | <b>Comparison of adjectives</b><br><i>adjectives</i>         | State the ordinary comparison series and the case commonly used after a comparative without <i>quam</i> .  | Positive names the quality, comparative marks a greater degree, and superlative marks the highest or a very high degree. A comparative may take an ablative of comparison when <i>quam</i> is absent; the syntax and context must still be proved.                 |
| G074 | <b>Adverbs and numerals</b><br><i>word classes</i>           | How should an adverb or numeral be entered and parsed rather than forced into a noun or adjective pattern? | Record an adverb as an indeclinable modifier and identify the word or clause it modifies. Record a numeral's lexical class and actual inflection: some are indeclinable, some decline as adjectives, and distributive or adverbial forms have their own functions. |

## Reconstruction and composition models

**Reconstruction prompt.** Combine the perfect passive participles *inventus* and *apertus* with the proper form of *sum*.

**Model.** *Liber inventus et apertus est.* Both participles are masculine singular nominative and agree with *liber*.

**Composition prompt.** Write one true passive and one deponent clause, then identify why their similar endings do not imply the same voice meaning.

**Model.** Model: *Liber aperitur. Puer viam sequitur.* *aperitur* is true passive; *sequitur* is deponent with active sense.

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## CHAPTER 2

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## Reading, composition, and practice models

## CHAPTER 3

## Reader: comparison, number, and reference

**Text class: P** — project-composed exposition.

*Duae viae ad urbem ducunt. Via montana brevior est quam via flumini proxima, sed multo difficilior. Haec hieme saepe clauditur; illa per totum annum patet. Tres viatores viam breviorē elegerunt, quattuor autem longiorē. Primi ante meridiem ad portam venerunt, sed fessi erant; alteri serius advenerunt, tamen sarcinas integras portaverunt. Neutra via semper melior est: consilium ex tempore, caelo, et viribus capiendum est.*

**Gloss.** *montanus*, mountain; *flumini proximus*, near the river; *brevior*, shorter; *difficilior*, more difficult; *hiems*, winter; *clauditur*, is closed; *patet*, lies open; *eligo*, choose; *fessus*, tired; *integer*, intact; *neuter*, neither; *vires*, strength; *capiendum est*, must be formed.

Resolve *haec*, *illa*, *primi*, and *alteri* before translating. Rewrite the comparison three ways: positive with *tam . . . quam*, comparative with *quam*, and comparative with an ablative. Then compose a seven-sentence comparison of two real routes, tools, or methods; include cardinal, ordinal, and distributive numerical ideas.

## 3.1 Models and points to check

**Project translation.** Two roads lead to the town. The mountain road is shorter than the road near the river, but much more difficult. The former is often closed in winter; the latter lies open all year. Three travelers chose the shorter road, while four chose the longer. The first arrived at the gate before midday, but were tired; the others arrived later, yet carried their packs intact. Neither road is always better: a plan must be formed from the time, weather, and available strength.

The pronouns refer to roads until *primi/alteri*, whose masculine plural forms refer to travelers. Agreement, not mere proximity, controls the shift.

### Reference chains and comparison — model and points to check

**Model / points to check.** Translation: the traveler who walks more swiftly reaches the city earlier; but that man whom we see is slowest. A feminine plural recast may begin *viatrices quae celerius ambulant...*; the remaining clause must be revised according to the intended referent.

### Number as morphology and information — model and points to check

**Model / points to check.** Models will vary. In a sound model the numeral class matches the proposition and agrees or governs as taught. Irregular series include *bonus, melior, optimus; malus, peior, pessimus; magnus, maior, maximus; parvus, minor, minimus*.

### Expository composition seed — model and points to check

**Model / points to check.** A sound paragraph states real propositions, gives each relative an explicit antecedent, completes comparisons when needed, and uses the ordinal as an ordering expression rather than as a cardinal.

## CHAPTER 4

## Pronouns: parallel forms

## Solution II.1 — Pronouns A

Worksheet ID: II.1

**Focus:** relative agreement, internal case, questions, indefinites**Use:** Complete without a paradigm; show the case-giver for every relative.

1. Write the relative pronoun in all five singular cases, masculine, feminine, and neuter.

**Answer / model:** Nom. *qui, quæ, quod*; gen. *cuius* in all genders; dat. *cui*; acc. *quem, quam, quod*; abl. *quo, qua, quo*.

2. Supply the relative: *sacrificium* \_\_\_\_\_ *offerimus*; *hostia* \_\_\_\_\_ *offertur*; *Patri* \_\_\_\_\_ *gratias agimus*.

**Answer / model:** *quod* (neuter accusative object of *offerimus*); *quæ* (feminine nominative subject of *offertur*); *cui* (masculine dative with *gratias agimus*).

3. Parse *quid* and *quæ*: *Quid retribuam pro omnibus quæ retribuit mihi?*

**Answer / model:** *Quid*: interrogative pronoun, accusative neuter singular, object of *retribuam*. *Quæ*: relative, accusative neuter plural, referring to substantival *omnibus*, object of *retribuit*.

4. Combine with one relative clause: *Laudamus Agnum. Agnus peccata mundi tollit.*

**Answer / model:** *Laudamus Agnum, qui peccata mundi tollit.* *Qui* is nominative because it is subject of *tollit*, though its antecedent is accusative.

5. **Text:** *Qui sedes ad dexteram Patris, miserere nobis.*

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

Parse *qui* and identify its antecedent.

**Answer / notes:** *Qui*: nominative masculine singular, subject of *sedes*, referring to the Christ addressed as implicit *tu*. **English rendering status:** unavailable.

6. Write in Latin: “If anyone receives what we offer, let him give thanks to God.”

**Answer / model:** *Si quis quod offerimus accipit, gratias Deo agat.* After *si*, indefinite *quis* normally lacks *ali-*; *quod* is a headless relative.

## Solution II.2 — Pronouns B

### Worksheet ID: II.2

**Focus:** relative agreement, internal case, questions, indefinites

**Use:** Complete without a paradigm; show the case-giver for every relative.

1. Write the complete plural paradigm of *qui*, *quæ*, *quod*.

**Answer / model:** Nom. *qui*, *quæ*, *quod*; gen. *quorum*, *quarum*, *quorum*; dat. *quibus* all genders; acc. *quos*, *quas*, *quæ*; abl. *quibus* all genders.

2. Supply the relative: *dona \_\_\_\_\_ benedictis; discipuli \_\_\_\_\_ credunt; Ecclesia \_\_\_\_\_ servimus.*

**Answer / model:** *quæ* (neuter accusative plural); *qui* (masculine nominative plural); *cui* (feminine dative singular with *servimus*).

3. Distinguish the forms: *Quis venit? Quod donum portat? Quid portat?*

**Answer / model:** *Quis* is substantival nominative, “who?”; *quod* is adjectival accusative neuter singular agreeing with *donum*, “which gift?”; *quid* is substantival accusative, “what?”

4. Replace the repeated noun: *Suscipe oblationem. Oblationem offerimus pro Ecclesia.*

**Answer / model:** *Suscipe oblationem quam pro Ecclesia offerimus.* *Quam* is feminine singular from its antecedent and accusative as object of *offerimus*.

5. **Text:** *Nemo venit ad Patrem, nisi per me.*

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

Parse *nemo*; explain *nisi*; translate.

**Answer / notes:** *Nemo* is nominative singular subject of *venit*; *nisi* makes an exception to the universal negative. “No one comes to the Father except through me.”

6. Write in Latin: “Whoever hears these words does what God commands.”

**Answer / model:** *Quicumque hæc verba audit, facit quod Deus præcipit.* In *quicumque*, only *qui* declines; *quod* is headless, “what.”

## Solution II.3 — Pronouns C

### Worksheet ID: II.3

**Focus:** relative agreement, internal case, questions, indefinites

**Use:** Complete without a paradigm; show the case-giver for every relative.

1. Give genitive, dative, accusative, and ablative singular of *quis? quid?*.

**Answer / model:** Gen. *cuius*; dat. *cui*; acc. masculine/feminine *quem*, neuter *quid*; abl. *quo*, *qua*, *quo*. The plural follows the relative paradigm.

2. Supply the relative: *calix ex \_\_\_\_\_ bibimus; verba \_\_\_\_\_ audivisti; sacerdotes \_\_\_\_\_ dona tradidimus.*

**Answer / model:** *quo* (ablative after *ex*); *quæ* (neuter accusative plural); *quibus* (masculine dative plural with *tradidimus*).

3. Explain the forms in *si quis*, *ne quid*, *aliquis venit*, *quidam sacerdos*.

**Answer / model:** After *si* and *ne*, indefinite *quis/quid* normally loses *ali-*. *Aliquis* is “someone” without such a trigger; *quidam* modifying *sacerdos* is “a certain.”

4. Make the antecedent headless: *Accipimus id quod Deus dat.*

**Answer / model:** *Accipimus quod Deus dat.* Neuter *quod* alone means “what/the thing that” and is object of both the relative clause and the main verb conceptually.

5. **Text:** *Quod ore sumpsimus, Domine, pura mente capiamus.*

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

Parse *quod* and translate without treating it as a conjunction.

**Answer / notes:** *Quod* is accusative neuter singular, object of *sumpsimus*; its headless relative clause is object of *capiamus*. “Lord, may we take in with a pure mind what we have received by mouth.”

6. Write in Latin: “Each person offers something; no one offers everything.”

**Answer / model:** *Quisque aliquid offert; nemo omnia offert.* *Quisque* and *nemo* are singular subjects; *aliquid* and *omnia* are accusative objects.

## Solution II.4 — Pronouns D

### Worksheet ID: II.4

**Focus:** relative agreement, internal case, questions, indefinites

**Use:** Complete without a paradigm; show the case-giver for every relative.

1. Decline *uter*, *utra*, *utrum* in the singular.

**Answer / model:** Nom. *uter*, *utra*, *utrum*; gen. *utrius*; dat. *utri*; acc. *utrum*, *utram*, *utrum*; abl. *utro*, *utra*, *utro*.

2. Supply the relative: *Mater* \_\_\_\_\_ *Filium videt*; *Filius* \_\_\_\_\_ *Mater videt*; *discipulus a* \_\_\_\_\_ *panis accipitur*.

**Answer / model:** *quæ* (Mother is subject); *quem* (Son is object); *quo* (masculine ablative after *a*).

3. Parse *neminem*, *nemini*, *nihil*, *nullius hominis*, *nullius rei* and give the base meaning.

**Answer / model:** *Neminem*: accusative of *nemo*; *nemini*: dative of *nemo*; *nihil*: indeclinable neuter used in nominative/accusative; *nullius hominis*: genitive commonly supplying an oblique sense for *nemo*; *nullius rei*: genitive phrase for “of nothing”. Bare *nullius* does not by itself supply the missing cases of both pronouns.

4. Correct the relative-case error: *Hostiam quæ offerimus suscipe*.

**Answer / model:** *Hostiam quam offerimus suscipe*. The antecedent is accusative, but *quam* is accusative because it is object of *offerimus*; nominative *quæ* would make the host the one offering.

5. **Text:** *Omnis qui se exaltat humiliabitur, et qui se humiliat exaltabitur*.

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

Parse both instances of *qui* and translate.

**Answer / notes:** Both are nominative masculine singular, subject of their indicative verbs and referring to substantival *omnis* understood in each half. “Everyone who exalts himself will be humbled, and he who humbles himself will be exalted.”

6. Write in Latin: “Which of the two gifts will you receive, and to whom will you give it?”

**Answer / model:** *Utrum donum accipies, et cui illud dabis?* *Utrum* is interrogative adjective; *cui* is dative interrogative pronoun.

## CHAPTER 5

## Comparison, adverbs, and numerals: parallel forms

## Solution II.5 — Comparison A

Worksheet ID: II.5

**Focus:** regular and irregular comparison, adverbs, numeral syntax**Use:** Give exact forms and show whether a standard uses *quam* or ablative.

1. Compare *sanctus*, adjective and adverb.

**Answer / model:** *sanctus, sanctior/sanctius, sanctissimus; sancte, sanctius, sanctissime.*

2. Give all degrees of *bonus* and *bene*.

**Answer / model:** *bonus, melior/melius, optimus; bene, melius, optime.*

3. Rewrite *Christus maior est quam propheta* without *quam*.

**Answer / model:** *Christus maior est propheta.* Nominative *propheta* becomes ablative *propheta* (same spelling).

4. Write in Latin: “on the third day” and “for three days.”

**Answer / model:** *tertia die* (ablative time when); *tres dies* or *per tres dies* (accusative duration).

5. **Text:** *Maiorem hac dilectionem nemo habet, ut animam suam ponat quis pro amicis suis.*

*Passage ID: II.5.1; exact source and collation state are recorded in the passage inventory.*Parse *maiorem hac dilectionem*; translate.**Answer / notes:** *Maiorem* is accusative feminine singular comparative modifying accusative *dilectionem*; substantival ablative *hac* is the standard, with *dilectione* understood. “No one has greater love than this: that someone lay down his life for his friends.”

6. Write in Latin: “The two disciples pray more devoutly than the three servants.”

**Answer / model:** *Duo discipuli devotius quam tres servi orant.* *Devotius* is the comparative adverb; *quam* preserves nominative *tres servi*.

## Solution II.6 — Comparison B

Worksheet ID: II.6

**Focus:** regular and irregular comparison, adverbs, numeral syntax

**Use:** Give exact forms and show whether a standard uses *quam* or ablative.

1. Compare *humilis*, adjective and adverb.

**Answer / model:** *humilis*, *humilior/humilius*, *humillimus*; *humiliter*, *humilius*, *humillime*.

2. Give all degrees of *magnus* and its usual adverbs.

**Answer / model:** *magnus*, *maior/maius*, *maximus*; *magnopere*, *magis*, *maxime*.

3. Rewrite *Hæc hostia pretiosior est illa hostia* with *quam*.

**Answer / model:** *Hæc hostia pretiosior est quam illa hostia*. The standard changes from ablative to nominative, matching the compared subject.

4. Write the ordinals fourth through tenth.

**Answer / model:** *quartus*, *quintus*, *sextus*, *septimus*, *octavus*, *nonus*, *decimus*.

5. **Text:** *Tu solus Sanctus, tu solus Dominus, tu solus Altissimus, Iesu Christe*.

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

Parse *Altissimus* and explain the repeated *solus*.

**Answer / notes:** *Altissimus* is nominative masculine singular superlative used substantively as a title. *Solus* agrees with *tu* and excludes all others. **English rendering status: unavailable.**

6. Write in Latin: “Each of the two priests receives one gift on the second day.”

**Answer / model:** *Uterque sacerdos unum donum secunda die accipit*. Singular *uterque* takes a singular verb; *secunda die* is time when.

## Solution II.7 — Comparison C

### Worksheet ID: II.7

**Focus:** regular and irregular comparison, adverbs, numeral syntax

**Use:** Give exact forms and show whether a standard uses *quam* or ablative.

1. Compare *pulcher* and its adverb.

**Answer / model:** *pulcher, pulchrior/pulchrius, pulcherrimus; pulchre, pulchrius, pulcherrime.*

2. Give all degrees of *malus* and *male*.

**Answer / model:** *malus, peior/peius, pessimus; male, peius, pessime.*

3. Add degree of difference: “much holier than this priest” using the ablative standard.

**Answer / model:** *multo sanctior hoc sacerdote.* Both *multo* (degree) and *hoc sacerdote* (standard) are ablative.

4. Decline *tres*, *tria* in nominative, genitive, and accusative.

**Answer / model:** Nom. masculine/feminine *tres*, neuter *tria*; gen. all genders *trium*; acc. masculine/feminine *tres*, neuter *tria*.

5. **Text:** *Et resurrexit tertia die secundum Scripturas.*

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

Identify numeral type and case function.

**Answer / notes:** *Tertia* is an ordinal adjective, feminine ablative singular agreeing with *die*; together they express time when. **English rendering status: unavailable.**

6. Write in Latin: “No one speaks better, but the humblest disciple prays most devoutly.”

**Answer / model:** *Nemo melius loquitur, sed discipulus humillimus devotissime orat.* The comparative and both superlatives use forms taught in this unit.

## Solution II.8 — Comparison D

### Worksheet ID: II.8

**Focus:** regular and irregular comparison, adverbs, numeral syntax

**Use:** Give exact forms and show whether a standard uses *quam* or ablative.

1. Compare *facilis* and its adverb.

**Answer / model:** *facilis, faciliior/facilius, facillimus; facile, facilius, facillime.*

2. Give all degrees of *parvus* and the corresponding adverbs.

**Answer / model:** *parvus, minor/minus, minimus; paulum, minus, minime.*

3. Give two Latin versions of “Mary is holier than every disciple.”

**Answer / model:** *Maria sanctior est quam omnis discipulus; Maria sanctior est omni discipulo.*

4. Give Latin cardinal/adverb pairs for “once, twice, three times.”

**Answer / model:** *unus—semel; duo—bis; tres—ter.* The first member counts things; the second counts occurrences.

5. **Text:** *Priusquam gallus cantet, ter me negabis.*

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

Parse *ter*; translate the whole sentence.

**Answer / notes:** *Ter* is an indeclinable multiplicative adverb modifying *negabis*. “Before the cock crows, you will deny me three times.”

6. Write in Latin: “A thousand believers sing, and two thousand pray.”

**Answer / model:** *Mille fideles cantant, et duo milia fidelium orant.* Singular indeclinable *mille* modifies directly; plural *milia* takes partitive genitive *fidelium*.

## Part VI

# Scope and Sources

## CHAPTER 1

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### Scope and Qualifications

#### 1.1 Packet boundary

This is packet EL-M07, *Reference, Comparison, and Number*, 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. The packet begins the composition spiral from description toward definition and comparison.

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.

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