

# Ecclesiastical Latin

## EL-M10: Circumstance, Conditions, and Characteristic

Read and compose temporal, causal, concessive, conditional, and characteristic relations from the evidence of whole clauses

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|                          |                                                                        |
|--------------------------|------------------------------------------------------------------------|
| <b>Packet key</b>        | M10                                                                    |
| <b>Stable lessons</b>    | EL-II.8,II.9,II.10                                                     |
| <b>Course stage</b>      | Core Grammar                                                           |
| <b>What this assumes</b> | Subjunctive morphology and core dependent constructions through EL-M09 |
| <b>Continue with</b>     | EL-M11, Commands, Wishes, and Verbal Nouns                             |

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

## Temporal, causal, and concessive clauses

This lesson develops the ability to:

- choose indicative or subjunctive with *cum* according to meaning;
- read the principal temporal conjunctions and their time relations;
- distinguish asserted cause from circumstantial or reported cause;
- recognize concession with *quamquam*, *etsi*, *licet*, and *cum*.

## 1.1 Mood follows viewpoint

A **temporal clause** locates one action in relation to another. A **causal clause** supplies a reason. A **concessive clause** admits a circumstance despite which the main statement remains true (“although”). The same conjunction can introduce more than one relation, so meaning and mood must be considered together.

*Cum*

| Use                       | Mood        | Test                                                                                                       |
|---------------------------|-------------|------------------------------------------------------------------------------------------------------------|
| temporal, definite        | indicative  | “when” identifies a time as a fact, especially present or repeated action                                  |
| circumstantial/historical | subjunctive | supplies the background in which the main event unfolds; usually imperfect or pluperfect in past narration |
| causal                    | subjunctive | “since/because,” presenting a reason as the writer’s framing                                               |
| concessive                | subjunctive | “although”; main clause often has <i>tamen</i>                                                             |

With indicative, *cum* may be temporal or causal when the cause is asserted as an objective fact. Translate only after testing the relation.

## Other temporal and causal markers

*Ubi*, *ut*, *postquam* normally take indicative for a completed factual event. *Dum* + present indicative commonly means “while” even beside a past main verb; *dum* may also take subjunctive for expectation or purpose. *donec*, *quoad*, and *antequam/priusquam* take indicative for an actual fact and subjunctive when the event is anticipated, intended, or merely possible. *Simul ac* means “as soon as.”

*Quia*, *quoniam*, *quod* + indicative assert a cause; subjunctive can mark an alleged or reported cause. *Quamquam/etsi* generally take indicative for admitted fact; *licet* and concessive *cum* take subjunctive. *Etiam si* follows the mood of the condition it introduces.

## 1.2 Reading the forms in context

**Worked example: historical *cum* (Matthew 2:1)**

*Worked passage ID: W.II.31; exact source and collation state are recorded in the passage inventory.*

*Cum ergo natus esset Iesus in Bethlehem Iuda in diebus Herodis regis, ecce Magi ab oriente venerunt Ierosolymam.*

**Analysis.** Pluperfect subjunctive *natus esset* gives prior historical background to *venerunt*; it is not a contrary-to-fact condition. The clause means “after/when Jesus had been born.”

**Translation.** “When Jesus had therefore been born in Bethlehem of Judah in the days of King Herod, behold, Magi came from the east to Jerusalem.”

**Worked example: two *dum*-clauses in a Christmas Introit**

*Worked passage ID: W.II.32; exact source and collation state are recorded in the passage inventory.*

*Dum medium silentium tenerent omnia, et nox in suo cursu medium iter haberet, omnipotens sermo tuus, Domine, de cælis a regalibus sedibus venit.*

**Analysis.** Imperfect subjunctives *tenerent* and *haberet* frame the circumstance in which *venit* occurs. *Omnia* is the plural subject of *tenerent*; *sermo* is subject of *venit*.

**Translation.** “While all things held the middle silence and night held the middle of its course, your almighty Word, O Lord, came from heaven, from royal thrones.”

**Worked example: anticipated time (Matthew 26:34)**

*Worked passage ID: W.II.33; exact source and collation state are recorded in the passage inventory.*

*Priusquam gallus cantet, ter me negabis.*

**Analysis.** The cock’s crow is anticipated relative to future *negabis*; hence present subjunctive *cantet*. *Priusquam* is temporal, not a purpose marker.

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

**Worked example: concessive circumstance (2 Corinthians 8:9)**

*Worked passage ID: W.II.34; exact source and collation state are recorded in the passage inventory.*

*Propter vos egenus factus est, cum esset dives.*

**Analysis.** *Cum esset* cannot mean simple chronological sequence here; the contrast with *egenus factus est* makes it concessive: “although he was rich.”

**Translation.** “For your sake he became poor, although he was rich.”

### 1.3 Writing laboratory

Make a four-column page headed DEFINITE TIME / BACKGROUND / CAUSE / CONCESSION. Copy each worked clause into its column and write mood, tense, and viewpoint beneath it.

Join *Christus natus est; Magi venerunt* with historical *cum*; join *gallus cantabit; Petrus negabit* with anticipated *priusquam*; concede *dives erat* before *egenus factus est*; and assert a cause with *quia*. Then change the asserted cause into a reported allegation by changing mood and explaining the new stance.

## CHAPTER 2

### Conditions

This lesson develops the ability to:

- classify open, future, and contrary-to-fact conditions;
- choose tense and mood independently in protasis and apodosis;
- recognize *nisi*, *sin*, and conditional relative words;
- translate conditions without turning possibility into fact or unreality into doubt.

### 2.1 The conditional system

#### Protasis and apodosis

The **protasis** is the condition, normally introduced by *si* or *nisi*; the **apodosis** is its consequence.

| Type                     | Protasis                            | Apodosis                              | Normal sense                                           |
|--------------------------|-------------------------------------|---------------------------------------|--------------------------------------------------------|
| open, present/past       | indicative                          | any appropriate indicative/imperative | leaves truth open: “if it is/was”                      |
| future more vivid        | future or future perfect indicative | future indicative or imperative       | expected possibility: “if it happens”                  |
| future less vivid        | present subjunctive                 | present subjunctive                   | tentative possibility: “if it should happen, it would” |
| present contrary to fact | imperfect subjunctive               | imperfect subjunctive                 | “if it were (but is not), it would”                    |
| past contrary to fact    | pluperfect subjunctive              | pluperfect subjunctive                | “if it had (but did not), it would have”               |

Mixed conditions use the tense appropriate to each time sphere. An imperative, jussive, or question may stand in the apodosis. *Nisi* is “unless/if not”; *si non* usually negates a particular word; *sin* means “but if.” *Quicumque* and *si quis* can generalize a condition.

#### Do not diagnose by one form

The ending *-erit* may be future perfect indicative or perfect subjunctive. In a vivid future protasis paired with a future apodosis it is normally future perfect: *si venerit, gaudebimus*. Imperfect and pluperfect subjunctives do not always signal a condition; conjunction and clause relation must also be present.

### 2.2 Reading the forms in context

**Worked example: vivid future (Psalm 129:3)**

*Worked passage ID: W.II.35; exact source and collation state are recorded in the passage inventory.*

*Si iniquitates observaveris, Domine, Domine, quis sustinebit?*

**Analysis.** In this future frame, *observaveris* is second-person singular future perfect indicative, prior to future *sustinebit*. The rhetorical question forms the apodosis.

**Translation.** “If you keep watch over iniquities, O Lord, O Lord, who will endure?”

**Worked example: open condition with jussive consequence (Matthew 16:24)**

*Worked passage ID: W.II.36; exact source and collation state are recorded in the passage inventory.*

*Si quis vult post me venire, abneget semetipsum, et tollat crucem suam, et sequatur me.*

**Analysis.** Present indicative *vult* leaves the condition open. Three present subjunctives—*abneget*, *tollat*, *sequatur*—are jussive apodoses, not a future-less-vivid pair.

**Translation.** “If anyone wishes to come after me, let him deny himself, take up his cross, and follow me.”

**Worked example: future condition (John 6:54)**

*Worked passage ID: W.II.37; exact source and collation state are recorded in the passage inventory.*

*Nisi manducaveritis carnem Filii hominis et biberitis eius sanguinem, non habebitis vitam in vobis.*

**Analysis.** *Manducaveritis* and *biberitis* are future perfect indicatives in the protasis; *habebitis* is future indicative. *Nisi* negates the condition as a whole.

**Translation.** “Unless you eat the flesh of the Son of Man and drink his blood, you will not have life in you.”

**Worked example: past contrary to fact (1 Corinthians 2:8)**

*Worked passage ID: W.II.38; exact source and collation state are recorded in the passage inventory.*

*Si enim cognovissent, numquam Dominum gloriae crucifixissent.*

**Analysis.** Both *cognovissent* and *crucifixissent* are pluperfect subjunctive. The construction denies the past premise and consequence.

**Translation.** “For if they had known, they would never have crucified the Lord of glory.”

**Worked example: a personal past contrary condition (John 11:21)**

*Worked passage ID: W.II.39; exact source and collation state are recorded in the passage inventory.*

*Domine, si fuisses hic, frater meus non fuisset mortuus.*

**Analysis.** Pluperfect subjunctives *fuisses* and *fuisset* place both unfulfilled facts in the past. *Mortuus* is a perfect participle agreeing with *frater*.

**Translation.** “Lord, if you had been here, my brother would not have died.”

## 2.3 Writing laboratory

Copy the five-row conditional table. For each row write one paired verb form of *venio* and *gaudeo*. Mark indicative forms with a straight underline and subjunctives with a wavy underline.

Transform *si venit, gaudemus* successively into future more vivid, future less vivid, present contrary, and past contrary. Then compose a condition whose apodosis is an imperative and one introduced by *nisi*. Translate each so its degree of reality is audible.

## CHAPTER 3

### Relative clauses of characteristic and related uses

This lesson develops the ability to:

- distinguish a factual relative clause from one characterizing a kind of person or thing;
- recognize characteristic after negative, indefinite, or class-defining antecedents;
- separate characteristic from relative purpose, cause, and concession;
- account for mood rather than translating every relative identically.

### 3.1 Fact or characteristic?

A **factual relative clause** asserts information about an antecedent treated as definite. A **relative clause of characteristic** describes the kind or class of person or thing represented by its antecedent rather than asserting a single identifying fact. The difference is one of viewpoint, not of the relative pronoun's form.

#### Indicative and subjunctive relatives

An indicative relative normally adds an asserted fact about a definite or treated-as-definite antecedent: *agnus qui tollit*, “the Lamb who takes away.” A subjunctive relative characterizes the sort of antecedent meant: *nemo est qui faciat*, “there is no one of the sort who does.” Common frames are *sunt qui* (there are some who), *nemo/nullus est qui*, *quis est qui?*, and a general class after *dignus*, *indignus*, *idoneus* or a superlative/restriction.

The rule is semantic, not automatic. *Quis est qui vincit?* may take indicative when the question asks the identity of an actual victor. Conversely, a definite-looking antecedent can take subjunctive if the writer presents it as a type.

#### Other subjunctive relatives

A relative clause can express purpose (“to do”), cause (“since he”), or concession (“although he”). Negative relative purpose uses *qui non*, not *ne* alone. Characteristic follows sequence of tenses when dependent on a governing past verb, but a timeless generalization may retain present subjunctive. Always give two labels: the relative word's case-role and the clause's semantic use.

### 3.2 Reading the forms in context

**Worked example: negative antecedent (Psalm 13:3)**

Worked passage ID: W.II.40; exact source and collation state are recorded in the passage inventory.

*Non est qui faciat bonum, non est usque ad unum.*

**Analysis.** *Qui* is nominative singular and subject of present subjunctive *faciat*. After impersonal negative *non est*, the clause characterizes the nonexistent class of one who does good.

**Translation.** “There is no one who does good; there is not even one.”

**Worked example: an actual identity (1 John 5:5)**

Worked passage ID: W.II.41; exact source and collation state are recorded in the passage inventory.

*Quis est qui vincit mundum, nisi qui credit quoniam Iesus est Filius Dei?*

**Analysis.** Both *vincit* and *credit* are indicative. The question is answered by an actual, asserted identity—the one who believes—rather than a merely possible class. *Qui* is nominative in each clause.

**Translation.** “Who is it that conquers the world, except the one who believes that Jesus is the Son of God?”

**Worked example: factual relative and jussive (Matthew 11:15)**

Worked passage ID: W.II.42; exact source and collation state are recorded in the passage inventory.

*Qui habet aures audiendi, audiat.*

**Analysis.** Indicative *habet* asserts the condition of an open class: whoever in fact has ears for hearing. Subjunctive *audiat* is an independent jussive, not part of the relative clause. Genitive gerund *audiendi* depends on *aures*.

**Translation.** “He who has ears for hearing, let him hear.”

**Worked example: relative ground in the Gloria**

Worked passage ID: W.II.43; exact source and collation state are recorded in the passage inventory.

*Domine Fili unigenite, Iesu Christe; Domine Deus, Agnus Dei, Filius Patris; qui tollis peccata mundi, miserere nobis.*

**Analysis.** *Qui* is nominative masculine singular and refers to the addressee through the chain of vocative titles. Indicative *tollis* states the known ground of the plea; imperative *miserere* is the main request.

**Translation.** “Lord, only-begotten Son, Jesus Christ; Lord God, Lamb of God, Son of the Father; you who take away the sins of the world, have mercy on us.”

**3.3 Writing laboratory**

Copy *Non est qui faciat bonum* beside *Agnus qui tollit peccata mundi*. Mark the same morphology of *qui*, then explain in one sentence why the verb moods differ.

Compose a factual relative after *sacerdos*, a characteristic after *nemo est*, a relative purpose after *misit servum*, and an identity question after *quis est*. For the last, write one indicative and one subjunctive version and explain the different viewpoint.

## 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                                                                                                                             |
|------|------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| L073 | <i>et</i>        | and, also, even                         | coordinating conjunction or particle; relation may be additive, sequential, or contextually stronger                                           |
| L074 | <i>sed</i>       | but                                     | coordinating conjunction; marks contrast or correction                                                                                         |
| L075 | <i>autem</i>     | but, moreover, now                      | postpositive discourse particle; normally follows the first constituent; force may be mild                                                     |
| L076 | <i>enim</i>      | for, indeed                             | postpositive explanatory particle; normally follows the first constituent                                                                      |
| L077 | <i>igitur</i>    | therefore, then                         | inferential particle; often postpositive; marks inference, transition, or resumption                                                           |
| L078 | <i>quia</i>      | because; that                           | subordinating conjunction; may introduce cause or content; governing context decides                                                           |
| L079 | <i>ut</i>        | as, when, that, so that                 | conjunction or adverb; mood, correlatives, and governor decide the construction                                                                |
| L080 | <i>ne</i>        | lest, that not; not in certain commands | subordinating conjunction or negative particle; distinguish from interrogative enclitic -ne                                                    |
| L346 | <i>cum</i>       | when, since, although; with             | subordinating conjunction or preposition with ablative; distinguish conjunction from preposition; mood, tense, and context classify the clause |
| L347 | <i>ubi</i>       | where; when                             | relative or interrogative adverb and subordinating conjunction; place, time, question, or relative connection depends on clause structure      |
| L348 | <i>postquam</i>  | after, after the time when              | subordinating conjunction; introduces a temporal clause; tense and discourse relation require contextual analysis                              |
| L349 | <i>antequam</i>  | before                                  | subordinating conjunction; mood and tense depend on factuality, anticipation, and context, not the conjunction alone                           |
| L350 | <i>priusquam</i> | before, sooner than                     | subordinating conjunction; often split as <i>prius ... quam</i> ; mood and tense follow construction and viewpoint                             |
| L351 | <i>donec</i>     | until, while, as long as                | subordinating conjunction; temporal limit, duration, anticipation, mood, and tense must be read from context                                   |
| L352 | <i>simul</i>     | at the same time; as soon as            | adverb or conjunction; may modify a clause or join a temporal relation, sometimes with <i>ac/atque</i>                                         |
| L353 | <i>forte</i>     | by chance, perhaps                      | adverb; modifies event manner or speaker commitment according to context                                                                       |
| L354 | <i>forsitan</i>  | perhaps                                 | modal adverb; commonly qualifies the whole proposition; mood tendencies do not replace parsing                                                 |
| L355 | <i>tamen</i>     | nevertheless, still                     | adversative adverb; commonly resumes or marks a concession; identify the contrasted propositions                                               |
| L356 | <i>quamquam</i>  | although                                | subordinating conjunction; introduces concession; mood and register must be checked in the actual passage                                      |

| ID   | Citation form                   | Project gloss                | Morphology and use                                                                                                      |
|------|---------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| L357 | <i>etsi</i>                     | even if, although            | subordinating conjunction; conditional and concessive force overlap; classify from both clauses and speaker stance      |
| L358 | <i>dummodo</i>                  | provided that, so long as    | subordinating conjunction; introduces a limiting proviso and commonly takes subjunctive; negation is often <i>ne</i>    |
| L359 | <i>modo</i>                     | only; just now; in a manner  | adverb and limiting particle; temporal, modal, and limiting senses depend on placement and construction                 |
| L360 | <i>condicio, condicionis f.</i> | condition, agreement, status | noun; third declension; feminine; logical condition, negotiated terms, and social status are distinct contextual senses |
| L361 | <i>eventus, -us m.</i>          | outcome, event               | noun; fourth declension; masculine; result, occurrence, and success or failure depend on context                        |
| L362 | <i>occasio, occasionis f.</i>   | occasion, opportunity        | noun; third declension; feminine; time, circumstance, and favorable opportunity must be distinguished contextually      |

## 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     | L073 | <i>et</i>        | _____ |
| N     | L074 | <i>sed</i>       | _____ |
| N     | L075 | <i>autem</i>     | _____ |
| N     | L076 | <i>enim</i>      | _____ |
| N     | L077 | <i>igitur</i>    | _____ |
| N     | L078 | <i>quia</i>      | _____ |
| N     | L079 | <i>ut</i>        | _____ |
| N     | L080 | <i>ne</i>        | _____ |
| N     | L346 | <i>cum</i>       | _____ |
| N     | L347 | <i>ubi</i>       | _____ |
| N     | L348 | <i>postquam</i>  | _____ |
| N     | L349 | <i>antequam</i>  | _____ |
| N     | L350 | <i>priusquam</i> | _____ |

| Event | ID   | Latin                                  | Sense |
|-------|------|----------------------------------------|-------|
| N     | L351 | <i>donec</i>                           |       |
| N     | L352 | <i>simul</i>                           |       |
| N     | L353 | <i>forte</i>                           |       |
| N     | L354 | <i>forsitan</i>                        |       |
| N     | L355 | <i>tamen</i>                           |       |
| N     | L356 | <i>quamquam</i>                        |       |
| N     | L357 | <i>etsi</i>                            |       |
| N     | L358 | <i>dummodo</i>                         |       |
| N     | L359 | <i>modo</i>                            |       |
| N     | L360 | <i>condicio, condicionis f.</i>        |       |
| N     | L361 | <i>eventus, -us m.</i>                 |       |
| N     | L362 | <i>occasio, occasionis f.</i>          |       |
| R1    | L065 | <i>ad + accusative</i>                 |       |
| R1    | L066 | <i>a or ab + ablative</i>              |       |
| R1    | L067 | <i>cum + ablative</i>                  |       |
| R1    | L068 | <i>de + ablative</i>                   |       |
| R1    | L329 | <i>impero, -are, -avi, -atum</i>       |       |
| R1    | L332 | <i>hortor, hortari, hortatus sum</i>   |       |
| R1    | L336 | <i>efficio, -ere, effeci, effectum</i> |       |
| R1    | L343 | <i>oportet, oportere, oportuit</i>     |       |
| R2    | L061 | <i>is, ea, id</i>                      |       |

| Event | ID   | Latin                                 | Sense |
|-------|------|---------------------------------------|-------|
| R2    | L062 | <i>hic, hæc, hoc</i>                  | _____ |
| R2    | L063 | <i>ille, illa, illud</i>              | _____ |
| R2    | L064 | <i>qui, quæ, quod</i>                 | _____ |
| R2    | L314 | <i>credo, -ere, credidi, creditum</i> | _____ |
| R2    | L318 | <i>cogo, -ere, coegi, coactum</i>     | _____ |
| R2    | L324 | <i>nascor, nasci, natus sum</i>       | _____ |
| R2    | L327 | <i>fruor, frui, fructus sum</i>       | _____ |
| R5    | L033 | <i>amo, -are, -avi, -atum</i>         | _____ |
| R5    | L034 | <i>laudo, -are, -avi, -atum</i>       | _____ |
| R5    | L035 | <i>voco, -are, -avi, -atum</i>        | _____ |
| R5    | L036 | <i>custodio, -ire, -ivi, -itum</i>    | _____ |
| R5    | L262 | <i>paro, -are, -avi, -atum</i>        | _____ |
| R5    | L268 | <i>ago, agere, egi, actum</i>         | _____ |
| R5    | L274 | <i>morior, mori, mortuus sum</i>      | _____ |
| R5    | L276 | <i>egredior, egredi, egressus sum</i> | _____ |

### 1.3 Grammar retrieval

| ID   | Fact                                                                            | Prompt                                                           | Response |
|------|---------------------------------------------------------------------------------|------------------------------------------------------------------|----------|
| G044 | <b>Temporal, causal, and concessive relations</b><br><i>subordinate clauses</i> | Why does a conjunction alone not settle the relation or mood?    | _____    |
| G045 | <b>Condition as a two-clause system</b><br><i>conditions</i>                    | Name the two members and the evidence needed for classification. | _____    |

| ID   | Fact                                                                | Prompt                                                                                            | Response |
|------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------|
| G046 | <b>Independent subjunctives</b><br><i>subjunctive syntax</i>        | Name four broad independent uses and the need for context.                                        | _____    |
| G075 | <b>Relative clause of characteristic</b><br><i>relative clauses</i> | What distinguishes a relative clause of characteristic from a merely identifying relative clause? | _____    |

## 1.4 Reconstruct and compose

**Reconstruction.** Place the postpositive correctly: *puer / librum / habet / autem / puella / aquam / portat.*

---



---

**Composition.** Write a four-clause paragraph using *et*, *sed*, *enim*, and *igitur*; label the relation of each.

---



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## Part III

## Reading and Composition

## CHAPTER 1

## Connected Latin and written expression

## CHAPTER 2

## Reader: report, condition, and consequence in Jerome

**Text class: R** — received patristic prose, verified against **HIER-CSEL54**. The passage reports speech within Jerome's dream narrative; it is not presented as an unqualified historical transcript or as a rejection of all classical reading.

*Et ille, qui residebat: "Mentiris," ait, "Ciceronianus es, non Christianus; ubi thesaurus tuus, ibi et cor tuum."*

**Local apparatus.** Jerome, *Epistula* 22.30.4, in Isidor Hilberg, ed., *S. Eusebii Hieronymi Epistulae*, CSEL 54 (Vienna and Leipzig: Tempsky and Freytag, 1910), printed p. 190, scan PDF p. 204, visually checked. Capitalization and *u/v* are normalized for the course.

**Gloss.** *residebat*, was presiding or sitting in judgment; *mentiris*, you lie; *Ciceronianus*, a partisan or follower of Cicero; *thesaurus*, treasure; *ibi*, there.

Separate narrator, speaker, and quoted clauses. Turn the direct speech into indirect statement after *ille dixit*; then frame two conditions: what would follow if the treasure were elsewhere, and what follows because the speaker asserts that it is here. State exactly which changes are grammatical and which change the rhetoric.

## 2.1 Before continuing

You should reasonably be able to distinguish narrative level from quoted speech, convert direct to reported thought, and express circumstance and conditions without confusing grammatical subordination with historical claim.

## 2.2 Circumstance from evidence — connected practice

**Connection.** Temporal, causal, and concessive clauses are classified from connective, mood, context, and the relation of their propositions.

**Practice.** For six packet clauses, make a grid of connective, mood, tense, proposition, and relation. Then compose a matched set in which one event is presented as time, cause, and concession.

**Recall without notes.** Explain why the connective alone cannot always settle the analysis.

## 2.3 Conditions and counterfactual thought — connected practice

**Connection.** Protasis and apodosis form one logical pair; tense and mood present the condition as open, vivid, potential, or contrary to fact.

**Practice.** Write present and past contrary-to-fact conditions from the same proposition, then open and future-more-vivid versions. Parse every finite verb and state what the writer commits to.

**Recall without notes.** Change one condition's polarity without losing its logical relation.

## 2.4 Characteristic and factual relative clauses — connected practice

**Connection.** A relative clause may identify a fact about a definite antecedent or characterize a kind of person or thing.

**Practice.** Contrast *hominem video qui laborat* with *nemo est qui semper laboreat*. Create four further pairs that keep vocabulary stable while changing factual identification into characteristic description.

**Recall without notes.** Name antecedent, mood, and discourse claim in each pair.

## Part IV

## Cumulative Practice

## CHAPTER 1

## Temporal, causal, and concessive clauses: parallel forms

## Worksheet II.29 — Circumstance A

Worksheet ID: II.29

**Focus:** *cum*, temporal markers, cause, concession**Use:** State both mood and the speaker's viewpoint.

1. Classify *Cum Christus natus esset, Magi venerunt.*

- 
2. Choose mood: *Postquam sacerdos (venire) \_\_\_\_\_, Missa coepit.*
-

3. Join with anticipated *priusquam*: *Gallus cantabit; Petrus negabit.*
- 

4. Translate the concession: *Cum dives esset, egenus factus est.*
- 

5. **Text:** *Cum ergo natus esset Iesus in Bethlehem Iuda in diebus Herodis regis, ecce Magi ab oriente venerunt Ierosolymam.*

*Passage ID: II.29.1; exact source and collation state are recorded in the passage inventory.*

Parse the subordinate verb and translate.

---

6. Write one factual cause with *quia* and one circumstantial cause with *cum*.
-

**Worksheet II.30 — Circumstance B****Worksheet ID:** II.30**Focus:** *cum*, temporal markers, cause, concession**Use:** State both mood and the speaker's viewpoint.

1. Classify *Cum hoc dicit, omnes audiunt*.
- 

2. Use Vulgate-style *dum*: “while the priest was praying, the people listened.”
- 

3. Change asserted cause to attributed cause: *Eum laudaverunt quia sanctus erat*.
- 

4. Supply concession: \_\_\_\_\_ *infirmus sit, tamen orat*.
- 

5. **Text:** *Propter vos egenus factus est, cum esset dives*.

*Passage ID: II.30.1; exact source and collation state are recorded in the passage inventory.*

Classify *cum*; translate.

---

6. Write the same proposition with factual *quamquam* and concessive *cum*: “although he was a servant, he spoke.”
-

**Worksheet II.31 — Circumstance C****Worksheet ID:** II.31**Focus:** *cum*, temporal markers, cause, concession**Use:** State both mood and the speaker's viewpoint.

1. Explain tense in *Ubi verba audivit, credidit*.

---

2. Choose mood: *Exspectavit donec sacerdos (venire)* \_\_\_\_\_.

---

3. Give the prior historical form: *Cum dona (offerre)* \_\_\_\_\_, *sacerdos oravit*.

---

4. Identify *tamen*'s partner: *Cum nemo responderet, tamen exspectavit*.

---

5. **Text:** *Dum medium silentium tenerent omnia, et nox in suo cursu medium iter haberet, omnipotens sermo tuus, Domine, de cælis venit.*

*Passage ID: II.31.1; exact source and collation state are recorded in the passage inventory.*

This controlled abridgment of the Christmas Introit omits *a regalibus sedibus*; parse the two subordinate verbs.

---

6. Compose a three-clause chronology with *antequam*, *postquam*, and one main verb.

---

**Worksheet II.32 — Circumstance D****Worksheet ID:** II.32**Focus:** *cum*, temporal markers, cause, concession**Use:** State both mood and the speaker's viewpoint.

1. Classify *Cum sciret horam venisse, oravit*.

---

2. Translate *Simul ac vocem audivit, surrexit*.

---

3. Complete:

*Exspectat donec ille (venire)* \_\_\_\_\_; *expectavit donec ille (venire)* \_\_\_\_\_  
(and he did come).

---

4. Correct *Licet infirmus est, tamen venit*.

---

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

*Passage ID: II.32.1; exact source and collation state are recorded in the passage inventory.*

Explain mood and translate.

---

6. Write a sentence in which *cum* could mean “when,” then revise context so it unmistakably means “although.”

---

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CHAPTER 2

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**Conditions: parallel forms****Worksheet II.33 — Conditions A****Worksheet ID:** II.33**Focus:** open, future, less vivid, contrary-to-fact**Use:** Label protasis and apodosis; parse every verb.

1. Classify *Si quis vult venire, veniat*.

- 
2. Make future more vivid: *si venit, gaudemus*.

- 
3. Make future less vivid.

- 
4. Make present contrary to fact.

- 
5. **Text:** *Si enim cognovissent, numquam Dominum gloriæ crucifixissent*.

*Passage ID: II.33.1; exact source and collation state are recorded in the passage inventory.*

Classify and translate.

- 
6. Write a past contrary condition with *audire* and *credere*.
-

**Worksheet II.34 — Conditions B****Worksheet ID:** II.34**Focus:** open, future, less vivid, contrary-to-fact**Use:** Label protasis and apodosis; parse every verb.

1. Classify *Si sacerdos adest, Missa incipit*.

---

2. Complete vivid future: *Nisi dona (accipere)* \_\_\_\_\_, *non (gaudere)* \_\_\_\_\_.

- 
3. Change to present contrary: *Si sacerdos adest, oramus*.

- 
4. Explain difference between *nisi venit* and *si non ille venit*.

- 
5. **Text:** *Domine, si fuisses hic, frater meus non fuisset mortuus*.

*Passage ID: II.34.1; exact source and collation state are recorded in the passage inventory.*

Classify, parse, translate.

- 
6. Write an open condition whose consequence is a command.
-

**Worksheet II.35 — Conditions C****Worksheet ID:** II.35**Focus:** open, future, less vivid, contrary-to-fact**Use:** Label protasis and apodosis; parse every verb.

1. Classify *Si hoc dixit, verum dixit*.

- 
2. Parse *observaveris* in *Si iniquitates observaveris, quis sustinebit?*.

- 
3. Make less vivid: “if anyone should hear, he would believe.”

- 
4. Make past contrary: *Si intellegunt, credunt*.

- 
5. **Text:** *Nisi manducaveritis carnem Filii hominis et biberitis eius sanguinem, non habebitis vitam in vobis.*

*Passage ID: II.35.1; exact source and collation state are recorded in the passage inventory.*

Classify and translate.

- 
6. Compose a mixed condition: past unreal cause, present unreal result.
-

**Worksheet II.36 — Conditions D****Worksheet ID:** II.36**Focus:** open, future, less vivid, contrary-to-fact**Use:** Label protasis and apodosis; parse every verb.

1. Distinguish *si venerit, gaudebit* and *si veniat, gaudeat*.
- 

2. Supply *sin*: “If he comes, rejoice; but if he remains, wait.”
- 

3. Change *Si diligitis me, mandata mea servate* to future more vivid.
- 

4. Explain why *pateretur* alone does not prove a contrary condition.
- 

5. **Text:** *Si iniquitates observaveris, Domine, Domine, quis sustinebit?*

*Passage ID: II.36.1; exact source and collation state are recorded in the passage inventory.*

Mark protasis and apodosis; translate.

---

6. Write one condition of each reality level using *orare* and *audire*.
-

---

CHAPTER 3

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**Relative characteristic: parallel forms****Worksheet II.37 — Characteristic A****Worksheet ID:** II.37**Focus:** factual relatives, characteristic, identity, purpose**Use:** Give both relative case and clause use.

1. Choose mood: *Agnus qui peccata mundi (tollere)* \_\_\_\_\_.

---

2. Choose mood: *Nemo est qui bonum (facere)* \_\_\_\_\_.

---

3. Parse *qui* in *sunt qui credant*.

---

4. Write relative purpose: “He sent a servant to call them.”

---

5. **Text:** *Non est qui faciat bonum, non est usque ad unum.*

*Passage ID: II.37.1; exact source and collation state are recorded in the passage inventory.*

Explain mood and translate.

---

6. Write an actual identity and a possible characteristic after *quis est qui*.

---

**Worksheet II.38 — Characteristic B****Worksheet ID:** II.38**Focus:** factual relatives, characteristic, identity, purpose**Use:** Give both relative case and clause use.

1. Choose mood: *Sacerdos, quem videmus, hostiam (offerre)* \_\_\_\_\_.

---

2. Complete *Nulla est hostia quæ purior (esse)* \_\_\_\_\_.

---

3. Explain mood in *qui habet aures audiendi, audiat*.

---

4. Make characteristic historic: *Erant qui hoc (dicere)* \_\_\_\_\_.

---

5. **Text:** *Quis est qui vincit mundum, nisi qui credit quoniam Iesus est Filius Dei?*

*Passage ID: II.38.1; exact source and collation state are recorded in the passage inventory.*

Explain the indicatives; translate.

---

6. Write a relative clause of cause: “Christ, since he loves us, saves us.”

---

**Worksheet II.39 — Characteristic C****Worksheet ID:** II.39**Focus:** factual relatives, characteristic, identity, purpose**Use:** Give both relative case and clause use.

1. Distinguish *discipulus qui credit* and *discipulus qui credat*.

---

2. Complete *Dignus est qui librum (accipere) \_\_\_\_\_*.

---

3. Give the case of *quem* in *nemo est quem timeamus*.

---

4. Negate relative purpose: *misit servum qui dona acciperet*.

---

5. **Text:** *Domine Deus, Agnus Dei, Filius Patris; qui tollis peccata mundi, miserere nobis.*

*Passage ID: II.39.1; exact source and collation state are recorded in the passage inventory.*

Identify the antecedent chain and mood.

---

6. Write “There were some who had heard but did not believe.”

---

**Worksheet II.40 — Characteristic D****Worksheet ID:** II.40**Focus:** factual relatives, characteristic, identity, purpose**Use:** Give both relative case and clause use.

1. Choose mood: *Verba quæ audivimus vera (esse)* \_\_\_\_\_.

---

2. Choose mood: *Quis est qui hæc intellegere (posse)* \_\_\_\_\_?

---

3. Parse *cui* in *nemo est cui dona tradamus*.

---

4. Change purpose clause *misit servum ut vocaret* to relative purpose.

---

5. **Text:** *Qui habet aures audiendi, audiat.*

*Passage ID: II.40.1; exact source and collation state are recorded in the passage inventory.*

Separate relative and main clause; translate.

---

6. Write one pair showing a definite person and a characterized class.

---

## CHAPTER 4

### Before continuing

**Before continuing.** Distinguish temporal, causal, and concessive relations from more than a connective; analyze complete protasis–apodosis pairs across the taught condition types; distinguish factual relative clauses from characteristic description; and recast stable propositions to express different logical relations accurately.

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     | L073 | <i>et</i>                            | and, also, even                         |
| N     | L074 | <i>sed</i>                           | but                                     |
| N     | L075 | <i>autem</i>                         | but, moreover, now                      |
| N     | L076 | <i>enim</i>                          | for, indeed                             |
| N     | L077 | <i>igitur</i>                        | therefore, then                         |
| N     | L078 | <i>quia</i>                          | because; that                           |
| N     | L079 | <i>ut</i>                            | as, when, that, so that                 |
| N     | L080 | <i>ne</i>                            | lest, that not; not in certain commands |
| N     | L346 | <i>cum</i>                           | when, since, although; with             |
| N     | L347 | <i>ubi</i>                           | where; when                             |
| N     | L348 | <i>postquam</i>                      | after, after the time when              |
| N     | L349 | <i>antequam</i>                      | before                                  |
| N     | L350 | <i>priusquam</i>                     | before, sooner than                     |
| N     | L351 | <i>donec</i>                         | until, while, as long as                |
| N     | L352 | <i>simul</i>                         | at the same time; as soon as            |
| N     | L353 | <i>forte</i>                         | by chance, perhaps                      |
| N     | L354 | <i>forsitan</i>                      | perhaps                                 |
| N     | L355 | <i>tamen</i>                         | nevertheless, still                     |
| N     | L356 | <i>quamquam</i>                      | although                                |
| N     | L357 | <i>etsi</i>                          | even if, although                       |
| N     | L358 | <i>dummodo</i>                       | provided that, so long as               |
| N     | L359 | <i>modo</i>                          | only; just now; in a manner             |
| N     | L360 | <i>condicio, condicionis f.</i>      | condition, agreement, status            |
| N     | L361 | <i>eventus, -us m.</i>               | outcome, event                          |
| N     | L362 | <i>occasio, occasionis f.</i>        | occasion, opportunity                   |
| R1    | L065 | <i>ad + accusative</i>               | to, toward, for                         |
| R1    | L066 | <i>a or ab + ablative</i>            | from, away from, by                     |
| R1    | L067 | <i>cum + ablative</i>                | with                                    |
| R1    | L068 | <i>de + ablative</i>                 | down from, from, about                  |
| R1    | L329 | <i>impero, -are, -avi, -atum</i>     | command, order                          |
| R1    | L332 | <i>hortor, hortari, hortatus sum</i> | urge, exhort                            |

| Event | ID   | Latin                                  | Project gloss                 |
|-------|------|----------------------------------------|-------------------------------|
| R1    | L336 | <i>efficio, -ere, effeci, effectum</i> | bring about, accomplish, make |
| R1    | L343 | <i>oportet, oportere, oportuit</i>     | it is fitting, one ought      |
| R2    | L061 | <i>is, ea, id</i>                      | he, she, it; that             |
| R2    | L062 | <i>hic, hæc, hoc</i>                   | this; this person or thing    |
| R2    | L063 | <i>ille, illa, illud</i>               | that; that person or thing    |
| R2    | L064 | <i>qui, quæ, quod</i>                  | who, which, that              |
| R2    | L314 | <i>credo, -ere, credidi, creditum</i>  | believe, trust, entrust       |
| R2    | L318 | <i>cogo, -ere, coegi, coactum</i>      | drive together, compel        |
| R2    | L324 | <i>nascor, nasci, natus sum</i>        | be born, arise                |
| R2    | L327 | <i>fruor, frui, fructus sum</i>        | enjoy                         |
| R5    | L033 | <i>amo, -are, -avi, -atum</i>          | love                          |
| R5    | L034 | <i>laudo, -are, -avi, -atum</i>        | praise                        |
| R5    | L035 | <i>voco, -are, -avi, -atum</i>         | call, summon                  |
| R5    | L036 | <i>custodio, -ire, -ivi, -itum</i>     | guard, keep                   |
| R5    | L262 | <i>paro, -are, -avi, -atum</i>         | prepare, obtain               |
| R5    | L268 | <i>ago, agere, egi, actum</i>          | drive, do, conduct            |
| R5    | L274 | <i>morior, mori, mortuus sum</i>       | die                           |
| R5    | L276 | <i>egredior, egredi, egressus sum</i>  | go out, depart                |

## Grammar models

| ID   | Fact                                                                            | Prompt                                                                                            | Model                                                                                                                                                                                                                                    |
|------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| G044 | <b>Temporal, causal, and concessive relations</b><br><i>subordinate clauses</i> | Why does a conjunction alone not settle the relation or mood?                                     | Forms such as <i>cum, dum, quia</i> , and <i>quamvis</i> take different constructions. Governor, mood, tense, discourse viewpoint, and wider sentence determine whether time, cause, concession, or another relation is present.         |
| G045 | <b>Condition as a two-clause system</b><br><i>conditions</i>                    | Name the two members and the evidence needed for classification.                                  | The protasis states the condition and the apodosis its consequence. Classify the pair from both verbs' moods and tenses, time reference, and speaker stance; do not label from <i>si</i> alone.                                          |
| G046 | <b>Independent subjunctives</b><br><i>subjunctive syntax</i>                    | Name four broad independent uses and the need for context.                                        | Jussive or hortatory, potential, deliberative, and optative or wish uses are common broad families. Person, tense, negation, particles, and discourse force distinguish them.                                                            |
| G075 | <b>Relative clause of characteristic</b><br><i>relative clauses</i>             | What distinguishes a relative clause of characteristic from a merely identifying relative clause? | It attributes a defining or characteristic kind of action to an indefinite or qualified antecedent and ordinarily uses the subjunctive. Antecedent, clause mood, governing context, and discourse force must support the classification. |

## Reconstruction and composition models

**Reconstruction prompt.** Place the postpositive correctly: *puer / librum / habet / autem / puella / aquam / portat*.

**Model.** *Puer librum habet; puella autem aquam portat. Autem* follows the first constituent of its clause.

**Composition prompt.** Write a four-clause paragraph using *et*, *sed*, *enim*, and *igitur*; label the relation of each.

**Model.** Model: *Puer librum habet et legit; puella autem aquam portat. Liber bonus est; puer enim eum laudat. Igitur puella quoque librum legit.*

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## CHAPTER 2

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## Reading, composition, and practice models

## CHAPTER 3

**Reader: report, condition, and consequence in Jerome**

**Text class: R** — received patristic prose, verified against **HIER-CSEL54**. The passage reports speech within Jerome’s dream narrative; it is not presented as an unqualified historical transcript or as a rejection of all classical reading.

*Et ille, qui residebat: “Mentiris,” ait, “Ciceronianus es, non Christianus; ubi thesaurus tuus, ibi et cor tuum.”*

**Local apparatus.** Jerome, *Epistula* 22.30.4, in Isidor Hilberg, ed., *S. Eusebii Hieronymi Epistulae*, CSEL 54 (Vienna and Leipzig: Tempsky and Freytag, 1910), printed p. 190, scan PDF p. 204, visually checked. Capitalization and *u/v* are normalized for the course.

**Gloss.** *residebat*, was presiding or sitting in judgment; *mentiris*, you lie; *Ciceronianus*, a partisan or follower of Cicero; *thesaurus*, treasure; *ibi*, there.

Separate narrator, speaker, and quoted clauses. Turn the direct speech into indirect statement after *ille dixit*; then frame two conditions: what would follow if the treasure were elsewhere, and what follows because the speaker asserts that it is here. State exactly which changes are grammatical and which change the rhetoric.

**3.1 Models and points to check**

**Project translation.** And the one who presided said, “You lie: you are a Ciceronian, not a Christian; where your treasure is, there too is your heart.”

One reported form is *ille dixit eum mentiri, Ciceronianum esse, non Christianum, atque ubi thesaurus eius esset, ibi etiam cor eius esse*. The accusatives and infinitives mark the report; the paired *ubi/ibi* remains.

### Circumstance from evidence — model and points to check

**Model / points to check.** The matched set should genuinely change the relation asserted, for example *cum pluit...* as time or circumstance, an explicit causal ground, and a concession whose main clause remains true despite it. Mood and context must support the label.

### Conditions and counterfactual thought — model and points to check

**Model / points to check.** Expected contrasts use indicative forms for open conditions as appropriate, present subjunctive for potential force, imperfect subjunctive for present contrary to fact, and pluperfect subjunctive for past contrary to fact. Models must be judged by the whole pair, not one verb alone.

### Characteristic and factual relative clauses — model and points to check

**Model / points to check.** The indicative example reports work by a particular man; the subjunctive characterizes the non-existent or generalized class. New pairs need an antecedent and context that actually support the distinction; changing mood alone is insufficient.

## CHAPTER 4

## Temporal, causal, and concessive clauses: parallel forms

## Solution II.29 — Circumstance A

Worksheet ID: II.29

**Focus:** *cum*, temporal markers, cause, concession**Use:** State both mood and the speaker's viewpoint.

1. Classify *Cum Christus natus esset, Magi venerunt*.

**Answer / model:** Historical/circumstantial *cum*; pluperfect subjunctive gives background prior to *venerunt*: “when/after Christ had been born.”

2. Choose mood: *Postquam sacerdos (venire) \_\_\_\_\_, Missa coepit*.

**Answer / model:** *venit*; *postquam* normally takes indicative for a completed factual event.

3. Join with anticipated *priusquam*: *Gallus cantabit; Petrus negabit*.

**Answer / model:** *Priusquam gallus cantet, Petrus negabit*. Present subjunctive presents the crow as anticipated relative to the future denial.

4. Translate the concession: *Cum dives esset, egenus factus est*.

**Answer / model:** “Although he was rich, he became poor.” Contrast makes imperfect subjunctive *esset* concessive.

5. **Text:** *Cum ergo natus esset Iesus in Bethlehem Iuda in diebus Herodis regis, ecce Magi ab oriente venerunt Ierosolymam*.

*Passage ID: II.29.1; exact source and collation state are recorded in the passage inventory.*

Parse the subordinate verb and translate.

**Answer / notes:** *Natus esset* is third singular pluperfect subjunctive, prior historical background. “When Jesus had therefore been born in Bethlehem of Judah in the days of King Herod, behold, Magi came from the east to Jerusalem.”

6. Write one factual cause with *quia* and one circumstantial cause with *cum*.

**Answer / model:** Models: *Gaudemus quia Christus resurrexit*; *cum Christus resurrexerit, gaudeamus*. The first asserts a fact; the second frames it as the reason for the exhortation, “since Christ has risen.”

## Solution II.30 — Circumstance B

Worksheet ID: II.30

**Focus:** *cum*, temporal markers, cause, concession

**Use:** State both mood and the speaker's viewpoint.

1. Classify *Cum hoc dicit, omnes audiunt*.

**Answer / model:** Definite/repeated temporal *cum* with present indicative: “when(ever) he says this, all listen.”

2. Use Vulgate-style *dum*: “while the priest was praying, the people listened.”

**Answer / model:** *Dum sacerdos orat, populus audiebat*. *Dum* often retains present indicative beside a past main verb.

3. Change asserted cause to attributed cause: *Eum laudaverunt quia sanctus erat*.

**Answer / model:** *Eum laudaverunt quod sanctus esset* can mean “they praised him because, as they held, he was holy.” Subjunctive distances the narrator.

4. Supply concession: \_\_\_\_\_ *infirmus sit, tamen orat*.

**Answer / model:** *Licet infirmus sit, tamen orat*, “Although he is weak, nevertheless he prays.” *Licet* takes subjunctive.

5. **Text:** *Propter vos egenus factus est, cum esset dives*.

*Passage ID: II.30.1; exact source and collation state are recorded in the passage inventory.*

Classify *cum*; translate.

**Answer / notes:** Concessive *cum* + imperfect subjunctive, signaled by the semantic contrast. “For your sake he became poor, although he was rich.”

6. Write the same proposition with factual *quamquam* and concessive *cum*: “although he was a servant, he spoke.”

**Answer / model:** *Quamquam servus erat, locutus est; cum servus esset, locutus est*. Indicative asserts the admitted fact; subjunctive frames the concession.

## Solution II.31 — Circumstance C

Worksheet ID: II.31

**Focus:** *cum*, temporal markers, cause, concession

**Use:** State both mood and the speaker's viewpoint.

1. Explain tense in *Ubi verba audivit, credidit*.

**Answer / model:** Both are perfect indicative; *ubi* introduces an actual completed event: "when/as soon as he heard the words, he believed."

2. Choose mood: *Exspectavit donec sacerdos (venire) \_\_\_\_\_*.

**Answer / model:** *veniret* if the coming is awaited/anticipated; *venit* if the sentence reports the actual endpoint as fact. The prompt's *exspectavit* favors *veniret*.

3. Give the prior historical form: *Cum dona (offerre) \_\_\_\_\_, sacerdos oravit*.

**Answer / model:** *oblata essent*; pluperfect passive subjunctive, neuter plural.

4. Identify *tamen*'s partner: *Cum nemo responderet, tamen exspectavit*.

**Answer / model:** Concessive *cum*: "Although no one answered, nevertheless he waited."

5. **Text:** *Dum medium silentium tenerent omnia, et nox in suo cursu medium iter haberet, omnipotens sermo tuus, Domine, de cælis venit*.

*Passage ID: II.31.1; exact source and collation state are recorded in the passage inventory.*

This controlled abridgment of the Christmas Introit omits *a regalibus sedibus*; parse the two subordinate verbs.

**Answer / notes:** *Tenerent* and *haberet* are imperfect subjunctives framing circumstance. "While all things held the middle silence and night held the middle of its course, your almighty Word, O Lord, came from heaven."

6. Compose a three-clause chronology with *antequam*, *postquam*, and one main verb.

**Answer / model:** Model: *Antequam sacerdos veniret, populus oravit; postquam venit, Missa coepit*. Anticipated *antequam* takes subjunctive; actual *postquam* takes indicative.

## Solution II.32 — Circumstance D

Worksheet ID: II.32

**Focus:** *cum*, temporal markers, cause, concession

**Use:** State both mood and the speaker's viewpoint.

1. Classify *Cum sciret horam venisse, oravit.*

**Answer / model:** Causal/circumstantial *cum*: “since he knew the hour had come, he prayed.” Imperfect subjunctive supplies the main event's background.

2. Translate *Simul ac vocem audivit, surrexit.*

**Answer / model:** “As soon as he heard the voice, he rose.” Both verbs are perfect indicative factual events.

3. Complete:

*Exspectat donec ille (venire) \_\_\_\_\_; exspectavit donec ille (venire) \_\_\_\_\_* (and he did come).

**Answer / model:** *veniat* for the still-anticipated endpoint;

*venit* (perfect indicative in context) for the attained event asserted as fact.

4. Correct *Licet infirmus est, tamen venit.*

**Answer / model:** *Licet infirmus sit, tamen venit.* *Licet* governs subjunctive.

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

*Passage ID: II.32.1; exact source and collation state are recorded in the passage inventory.*

Explain mood and translate.

**Answer / notes:** The crow is anticipated relative to future *negabis*, so *cantet* is present subjunctive. “Before the cock crows, you will deny me three times.”

6. Write a sentence in which *cum* could mean “when,” then revise context so it unmistakably means “although.”

**Answer / model:** Model: *Cum sacerdos oraret, populus tacebat; cum sacerdos infirmus esset, tamen Missam celebravit.*

## CHAPTER 5

## Conditions: parallel forms

## Solution II.33 — Conditions A

Worksheet ID: II.33

Focus: open, future, less vivid, contrary-to-fact

Use: Label protasis and apodosis; parse every verb.

1. Classify *Si quis vult venire, veniat*.

Answer / model: Open present condition: indicative *vult*; jussive subjunctive *veniat* is the apodosis.

2. Make future more vivid: *si venit, gaudemus*.

Answer / model: *Si venerit, gaudebimus*. *Venerit* is future perfect indicative here; *gaudebimus* future.

3. Make future less vivid.

Answer / model: *Si veniat, gaudeamus*: “If he should come, we would rejoice.” Both are present subjunctive.

4. Make present contrary to fact.

Answer / model: *Si veniret, gauderemus*: “If he were coming, we would rejoice.”

5. Text: *Si enim cognovissent, numquam Dominum gloriæ crucifixissent*.

Passage ID: II.33.1; exact source and collation state are recorded in the passage inventory.

Classify and translate.

Answer / notes: Past contrary to fact; both verbs are third plural pluperfect subjunctive. “For if they had known, they would never have crucified the Lord of glory.”

6. Write a past contrary condition with *audire* and *credere*.

Answer / model: *Si audivissent, credidissent*: “If they had heard, they would have believed.”

**Solution II.34 — Conditions B****Worksheet ID:** II.34**Focus:** open, future, less vivid, contrary-to-fact**Use:** Label protasis and apodosis; parse every verb.

1. Classify *Si sacerdos adest, Missa incipit*.

**Answer / model:** Open present condition, both present indicative: “If the priest is present, Mass begins.”

2. Complete vivid future: *Nisi dona (accipere) \_\_\_\_\_, non (gaudere) \_\_\_\_\_*.

**Answer / model:** *Nisi dona acceperimus, non gaudebimus*. Future perfect protasis, future apodosis.

3. Change to present contrary: *Si sacerdos adest, oramus*.

**Answer / model:** *Si sacerdos adesset, oraremus*.

4. Explain difference between *nisi venit* and *si non ille venit*.

**Answer / model:** *Nisi venit*: “unless he comes,” negating the condition; *si non ille venit*: “if it is not he who comes,” contrasting *ille*.

5. **Text:** *Domine, si fuisses hic, frater meus non fuisset mortuus*.

*Passage ID: II.34.1; exact source and collation state are recorded in the passage inventory.*

Classify, parse, translate.

**Answer / notes:** Past contrary to fact; *fuisses* and *fuisset* are pluperfect subjunctive. “Lord, if you had been here, my brother would not have died.”

6. Write an open condition whose consequence is a command.

**Answer / model:** Model: *Si Christum amas, serva mandata eius*. *Amas* is indicative; *serva* imperative.

**Solution II.35 — Conditions C****Worksheet ID:** II.35**Focus:** open, future, less vivid, contrary-to-fact**Use:** Label protasis and apodosis; parse every verb.

1. Classify *Si hoc dixit, verum dixit*.

**Answer / model:** Open past condition, both perfect indicative: the speaker does not state whether he said it.

2. Parse *observaveris* in *Si iniquitates observaveris, quis sustinebit?*.

**Answer / model:** Second singular future perfect indicative in a vivid future protasis, not perfect subjunctive.

3. Make less vivid: “if anyone should hear, he would believe.”

**Answer / model:** *Si quis audiat, credat*. Both present subjunctive; *quis* follows *si*.

4. Make past contrary: *Si intellegunt, credunt*.

**Answer / model:** *Si intellexissent, credidissent*.

5. **Text:** *Nisi manducaveritis carnem Filii hominis et biberitis eius sanguinem, non habebitis vitam in vobis*.

*Passage ID: II.35.1; exact source and collation state are recorded in the passage inventory.*

Classify and translate.

**Answer / notes:** Future more vivid; *manducaveritis* and *biberitis* future perfect indicatives, *habebitis* future.

“Unless you eat the flesh of the Son of Man and drink his blood, you will not have life in you.”

6. Compose a mixed condition: past unreal cause, present unreal result.

**Answer / model:** Model: *Si verba audivisset, nunc crederet*: “If he had heard the words, he would now believe.”

**Solution II.36 — Conditions D****Worksheet ID:** II.36**Focus:** open, future, less vivid, contrary-to-fact**Use:** Label protasis and apodosis; parse every verb.

1. Distinguish *si venerit, gaudebit* and *si veniat, gaudeat*.

**Answer / model:** First is future more vivid: future perfect indicative + future indicative. Second is future less vivid or a jussive combination: present subjunctives; context decides.

2. Supply *sin*: “If he comes, rejoice; but if he remains, wait.”

**Answer / model:** *Si venit, gaude; sin manet, exspecta.*

3. Change *Si diligitis me, mandata mea servate* to future more vivid.

**Answer / model:** *Si me dilexeritis, mandata mea servabitis.*

4. Explain why *pateretur* alone does not prove a contrary condition.

**Answer / model:** It is an imperfect subjunctive form, but without conditional syntax it may belong to time, purpose, command, and other uses. Form and clause relation must both be identified.

5. **Text:** *Si iniquitates observaveris, Domine, Domine, quis sustinebit?*

*Passage ID: II.36.1; exact source and collation state are recorded in the passage inventory.*

Mark protasis and apodosis; translate.

**Answer / notes:** Protasis *si iniquitates observaveris*; interrogative apodosis *quis sustinebit?*. “If you keep watch over iniquities, O Lord, O Lord, who will endure?”

6. Write one condition of each reality level using *orare* and *audire*.

**Answer / model:** Models: *si oras, audit; si oraveris, audiet; si ores, audiat; si orares, audiret; si oravisses, audivisset.*

## CHAPTER 6

## Relative characteristic: parallel forms

## Solution II.37 — Characteristic A

Worksheet ID: II.37

**Focus:** factual relatives, characteristic, identity, purpose**Use:** Give both relative case and clause use.

1. Choose mood: *Agnus qui peccata mundi (tollere)* \_\_\_\_\_.  
**Answer / model:** *tollit*, indicative: the title asserts a known fact about the definite Lamb.
2. Choose mood: *Nemo est qui bonum (facere)* \_\_\_\_\_.  
**Answer / model:** *faciat*, present subjunctive characteristic after negative indefinite antecedent.
3. Parse *qui* in *sunt qui credant*.  
**Answer / model:** Nominative masculine plural, subject of present subjunctive *credant*; characteristic: “there are some who believe.”
4. Write relative purpose: “He sent a servant to call them.”  
**Answer / model:** *Misit servum qui eos vocaret*. *Qui* is nominative subject; imperfect follows historic *misit*.
5. **Text:** *Non est qui faciat bonum, non est usque ad unum*.  
*Passage ID: II.37.1; exact source and collation state are recorded in the passage inventory.*  
Explain mood and translate.  
**Answer / notes:** *Faciat* is present subjunctive characteristic after *non est*. “There is no one who does good; there is not even one.”
6. Write an actual identity and a possible characteristic after *quis est qui*.  
**Answer / model:** *Quis est qui vincit?* asks who actually wins; *quis est qui hoc faciat?* can mean “who is there of the sort to do this?”

## Solution II.38 — Characteristic B

Worksheet ID: II.38

**Focus:** factual relatives, characteristic, identity, purpose

**Use:** Give both relative case and clause use.

1. Choose mood: *Sacerdos, quem videmus, hostiam (offerre)* \_\_\_\_\_.  
**Answer / model:** *offert*, indicative in the asserted main clause. The embedded factual relative already has indicative *videmus*; *quem* is its object, not subject of *offerre*.
2. Complete *Nulla est hostia quæ purior (esse)* \_\_\_\_\_.  
**Answer / model:** *sit*; subjunctive characteristic after negative/superlative comparison: “there is no victim that is purer.”
3. Explain mood in *qui habet aures audiendi, audiat*.  
**Answer / model:** *Habet* is indicative in a factual/generic relative; *audiat* is independent jussive.
4. Make characteristic historic: *Erant qui hoc (dicere)* \_\_\_\_\_.  
**Answer / model:** *dicerent*; imperfect follows historic *erant*.
5. **Text:** *Quis est qui vincit mundum, nisi qui credit quoniam Iesus est Filius Dei?*  
*Passage ID: II.38.1; exact source and collation state are recorded in the passage inventory.*  
 Explain the indicatives; translate.  
**Answer / notes:** *Vincit* and *credit* assert an actual identity, not a merely possible class. “Who is it that conquers the world, except the one who believes that Jesus is the Son of God?”
6. Write a relative clause of cause: “Christ, since he loves us, saves us.”  
**Answer / model:** *Christus, qui nos amet, nos salvat*. The subjunctive relative gives the writer’s causal ground; ordinary factual *qui nos amat* would simply assert the fact.

## Solution II.39 — Characteristic C

Worksheet ID: II.39

**Focus:** factual relatives, characteristic, identity, purpose

**Use:** Give both relative case and clause use.

1. Distinguish *discipulus qui credit* and *discipulus qui credat*.

**Answer / model:** First: a particular/factual disciple who believes. Second: a disciple of the kind who would or can believe, characteristic; wider context completes the sense.

2. Complete *Dignus est qui librum (accipere) \_\_\_\_\_*.

**Answer / model:** *accipiat*; subjunctive characteristic after worthiness.

3. Give the case of *quem* in *nemo est quem timeamus*.

**Answer / model:** Accusative masculine singular, object of *timeamus*; characteristic after *nemo est*.

4. Negate relative purpose: *misit servum qui dona acciperet*.

**Answer / model:** *Misit servum qui dona non acciperet*, “a servant not to receive the gifts.”

5. **Text:** *Domine Deus, Agnus Dei, Filius Patris; qui tollis peccata mundi, miserere nobis*.

*Passage ID: II.39.1; exact source and collation state are recorded in the passage inventory.*

Identify the antecedent chain and mood.

**Answer / notes:** *Qui* refers to the addressee named by the vocative titles; indicative *tollis* asserts the ground of imperative *miserere*. “Lord God, Lamb of God, Son of the Father; you who take away the sins of the world, have mercy on us.”

6. Write “There were some who had heard but did not believe.”

**Answer / model:** *Erant qui audivissent sed non crederent*. Pluperfect *audivissent* is prior to historic *erant*; imperfect *crederent* describes their concurrent character.

## Solution II.40 — Characteristic D

Worksheet ID: II.40

**Focus:** factual relatives, characteristic, identity, purpose

**Use:** Give both relative case and clause use.

1. Choose mood: *Verba quæ audivimus vera (esse) \_\_\_\_\_*.  
**Answer / model:** *sunt*; factual relative *quæ audivimus* and asserted main predicate *vera sunt*.
2. Choose mood: *Quis est qui hæc intellegere (posse) \_\_\_\_\_?*  
**Answer / model:** *possit* when rhetorical “who is there capable of understanding these things?” characterizes a class.
3. Parse *cui* in *nemo est cui dona tradamus*.  
**Answer / model:** Dative singular relative, indirect object of *tradamus*; characteristic after *nemo est*.
4. Change purpose clause *misit servum ut vocaret* to relative purpose.  
**Answer / model:** *Misit servum qui vocaret*.
5. **Text:** *Qui habet aures audiendi, audiat*.  
*Passage ID: II.40.1; exact source and collation state are recorded in the passage inventory.*  
 Separate relative and main clause; translate.  
**Answer / notes:** Relative *qui habet aures audiendi* has indicative; main *audiat* is jussive. “He who has ears for hearing, let him hear.”
6. Write one pair showing a definite person and a characterized class.  
**Answer / model:** Model: *Video sacerdotem qui offert; quæro sacerdotem qui offerat*. The first sees a definite factual priest; the second seeks one of the required kind.

## Part VI

# Scope and Sources

## CHAPTER 1

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### Scope and Qualifications

#### 1.1 Packet boundary

This is packet EL-M10, *Circumstance, Conditions, and Characteristic*, 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. Logical relations are tested by matched transformations rather than by labels in isolation.

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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