

Ecclesiastical Latin

EL-M20: Allusion, Rhetoric, and Periodic Prose

Distinguish levels of textual relation, compare a Ciceronian period with Augustine's linked sentence architecture, and imitate selected rhetorical structures

Packet key	M20
Stable lessons	EL-A3,A4
Course stage	Advanced Reading and Composition
What this assumes	Register and biblical-texture analysis through EL-M19
Continue with	EL-M21, Collation and Controlled Imitation

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

Contents

I	Teaching	1
1	A3. Allusion, context, and typological reading	1
1.1	The allusion dossier	1
1.2	Typology as contextual reading	2
2	A4. Rhetoric and periodic prose	3
2.1	A functional inventory	3
2.2	Prose rhythm	4
II	Memory Work	5
1	Vocabulary, forms, and constructions from memory	5
1.1	New lexemes	5
1.2	Cumulative retrieval	6
1.3	Grammar retrieval	8
1.4	Reconstruct and compose	9
III	Reading and Composition	10
1	Connected Latin and written expression	10
2	Reader: two architectures of elevation	10
2.1	Liturgical period for the packet worksheet	10
2.2	Before continuing	11
2.3	Allusion, quotation, and parallel — connected practice	12
2.4	Ciceronian period and Augustinian sentence sequence — connected practice	12
2.5	Periodic imitation — connected practice	12
IV	Cumulative Practice	13
1	A3 worksheet family: allusion and context	13
	Worksheet IV.9 — Classifying relationships	13
	Worksheet IV.10 — The allusion dossier	14
	Worksheet IV.11 — Testing a famous source	15
	Worksheet IV.12 — A negative result	16
2	A4 worksheet family: rhetoric	17
	Worksheet IV.13 — Figures with functions	17
	Worksheet IV.14 — Diagramming a period	18
	Worksheet IV.15 — Rhetorical imitation	19
	Worksheet IV.16 — Cumulative rhetorical reading	20
3	Before continuing	21
V	Answers and Models	22
1	Memory-work answers	22
	Lexeme and retrieval models	22
	Grammar models	23
	Reconstruction and composition models	24
2	Reading, composition, and practice models	24
3	Reader: two architectures of elevation	25
3.1	Liturgical period for the packet worksheet	25
3.2	Models and points to check	26
4	A3 worksheet family: allusion and context	28
	Solution IV.9 — Classifying relationships	28
	Solution IV.10 — The allusion dossier	29
	Solution IV.11 — Testing a famous source	30
	Solution IV.12 — A negative result	31
5	A4 worksheet family: rhetoric	32
	Solution IV.13 — Figures with functions	32
	Solution IV.14 — Diagramming a period	33

Solution IV.15 — Rhetorical imitation	34
Solution IV.16 — Cumulative rhetorical reading	35

VI	Scope and Sources	36
1	Scope and Qualifications	36
1.1	Packet boundary	36
1.2	Controlling records and local state	36
2	References	37
2.1	Missal and biblical corpus	37
2.2	Verified connected prose	37
2.3	Verified poetry	37
2.4	Grammar and Reading Lexicon	38
2.5	Citation and normalization	38

Part I

Teaching

CHAPTER 1

A3. Allusion, context, and typological reading

An allusion is not established merely because two texts share a common word. The advanced reader tests verbal density, rarity, syntactic shape, inherited liturgical use, and the relevance of the wider source context.

An **allusion** is a textually signaled relationship that invites a reader to activate another identifiable text or textual tradition. **Verbal density** is the concentration of shared wording within a short span; **rarity** asks how diagnostic that wording is rather than merely how unfamiliar it feels; and **syntactic shape** is the arrangement of the shared words in corresponding grammatical relations. A **context window** is the surrounding source material examined to test whether the proposed relationship extends beyond an isolated phrase.

This lesson develops the ability to:

- distinguish quotation, close adaptation, conventional formula, and possible echo;
- inspect a sufficient context window around a proposed source;
- explain how liturgical placement activates the source; and
- avoid claiming authorial intention beyond the evidence.

1.1 The allusion dossier

For each proposed allusion, prepare one handwritten page:

1. copy the liturgical phrase and parse it completely;
2. copy the proposed source with at least the surrounding paragraph or psalm strophe;
3. underline exact verbal overlap and circle morphological adaptation;
4. list meaningful contextual correspondences and disconfirming evidence;
5. classify the relationship; and
6. state what additional sense becomes available if the relationship is recognized.

A cautious classification scale

Quotation: sustained exact wording, allowing conventional inflection or orthographic adjustment, that identifies a secure source. **Adaptation:** source-identifying wording recast for a new grammatical or liturgical setting, with the changes themselves requiring explanation. **Formula:** recurrent communal wording whose occurrence does not isolate one source. **Echo:** a plausible activation supported by several converging signals but less securely demonstrable than quotation or adaptation. **Parallel only:** a useful comparison for language or thought without a claim that one passage evokes or depends on the other.

Worked example: *Sanctus* and Isaiah

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

Isaiah 6:3 in the Clementine Vulgate includes *Sanctus, sanctus, sanctus Dominus Deus exercituum; plena est omnis terra gloria eius*. The Mass has *Sanctus, Sanctus, Sanctus Dominus Deus Sabaoth. Pleni sunt cæli et terra gloria tua*. Exact repetition and structure secure the relationship, while *Sabaoth*, the plural predicate *pleni*, the expanded subject *cæli et terra*, and second-person *tua* require comparison rather than careless identity. The dossier must account for each change.

1.2 Typology as contextual reading

Typology relates persons, events, and institutions across Scripture and liturgical reception. Linguistic competence contributes by tracing repeated lemmas, titles, and grammatical recasting; it does not by itself settle every theological claim. Separate three layers in commentary:

A **type** is an earlier scriptural person, event, or institution received as a divinely ordered pattern; its **antitype** is the later reality in which that pattern is fulfilled. **Typological reading** interprets the relation between them in Scripture and its reception. It is therefore more specific than noticing thematic similarity and broader than proving a verbal quotation. Grammar establishes what each text says; context and tradition bear the further typological claim.

1. what the Latin sentence grammatically asserts;
2. what the source passage contributes; and
3. what the liturgical reuse invites the reader to connect.

CHAPTER 2

A4. Rhetoric and periodic prose

Rhetorical analysis explains how arrangement guides attention and memory. It does not decorate a grammatical paraphrase with Greek labels.

Rhetoric here means the purposeful arrangement of language to shape a hearer's or reader's attention, judgment, and response. A **figure** is a recognizable pattern of wording or structure; naming one is only the beginning of analysis. Its **effect** is the contribution that the pattern makes in this passage, established from syntax and context rather than assigned from a memorized list.

This lesson develops the ability to:

- identify parallelism, anaphora, antithesis, climax, hyperbaton, and periodic suspension;
- connect a figure to syntax and semantic effect;
- diagram a long preface or Canon sentence; and
- reproduce selected patterns in controlled prose.

2.1 A functional inventory

Figure	Definition and test	Possible work
Anaphora	repetition of the same word or phrase at the beginning of successive corresponding members	binds petitions or assertions into a cumulative act
Parallelism	two or more members with corresponding grammatical structure; correspondence must be shown, not merely asserted	makes likeness, contrast, or progression perceptible
Antithesis	semantic opposition sharpened by parallel or balanced structure; opposition without structural correspondence is not yet this figure	focuses a theological or moral distinction
Tricolon	a sequence of three corresponding members, whether or not they increase	gives a threefold sense of balance, range, or completion
Climax	members arranged in demonstrable increase of force, scope, or importance	creates ascent; three members alone prove only a tricolon
Hyperbaton	separation of words that syntax binds closely, such as an adjective and noun, beyond their expected adjacency	can frame or foreground intervening material; rhetorical purpose still needs argument
Chiasm	two pairs arranged in inverted correspondence, schematically ABBA, with credible syntactic or semantic matching	concentrates reciprocal relation; four loosely related words do not establish it

Figure	Definition and test	Possible work
Polyptoton	repetition of one lexeme in different inflected forms within a short span	varies grammatical relation while preserving visible verbal identity
Period	a sentence whose governing construction remains suspended while subordinate members accumulate toward completion	orders grounds, petition, and end toward the main resolution

Worked example: deictic accumulation in the Canon

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

Hæc dona, hæc munera, hæc sancta sacrificia illibata repeats *hæc* and develops three accusative objects, the last expanded by two adjectives. The sequence does not present three disconnected dictionary glosses; its anaphora and growing weight focus the objects of *habeas et benedicas*. A useful note connects repetition, morphology, and the governing verbs.

Worked example: the preface frame

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

Vere dignum et iustum est, æquum et salutare coordinates two pairs of predicate adjectives around *est*; the following infinitive or substantive action states what is fitting. Before translating, bracket the predicate frame and trace how the longer sentence suspends completion through relative clauses before the angelic conclusion.

2.2 Prose rhythm

Cadence on the page is the perceptible movement toward a phrase or sentence ending created by written structure: member length, parallel syntax, recurrence, contrast, and the placement of closure. In this edition, a cadence note must point to those visible features and compare them with the neutral prose-order scaffold; it does not infer performance, pronunciation, lexical stress, or a technical clausula.

For the Cicero, Augustine, and Canon passages printed in the packet reader, mark member boundaries, repeated openings or endings, balanced constructions, and the word or proposition that completes the movement. A defensible comment states what the arrangement delays, joins, contrasts, or resolves. Formal prosodic analysis belongs to the later poetry branch and is not an unstated dependency of this prose exercise.

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
L153	<i>sacramentum, -i n.</i>	sacrament, sacred sign, oath	noun; second declension; neuter; historical and theological sense must be established from context
L154	<i>mysterium, -i n.</i>	mystery, sacred reality	noun; second declension; neuter; do not reduce the word to a modern puzzle
L155	<i>ius, iuris n.</i>	right, law, justice	noun; third declension; neuter; identify the governing legal or moral context
L156	<i>canon, canonis m.</i>	rule, canon	noun; third declension; masculine; technical sense depends on ecclesial, textual, or legal context
L157	<i>officium, -i n.</i>	duty, service, office	noun; second declension; neuter; ethical, liturgical, or institutional sense follows context
L158	<i>potestas, potestatis f.</i>	power, authority, capacity	noun; third declension; feminine; identify source, object, and kind of power in context
L159	<i>auctoritas, auctoritatis f.</i>	authority, influence, warrant	noun; third declension; feminine; distinguish personal, textual, institutional, and legal uses
L160	<i>natura, -æ f.</i>	nature, character, birth	noun; first declension; feminine; philosophical and theological use requires contextual definition
L516	<i>argumentum, -i n.</i>	proof, argument, subject, sign	noun; second declension; neuter; evidentiary proof, line of reasoning, subject matter, and literary plot require context
L517	<i>exemplum, -i n.</i>	example, model, precedent, copy	noun; second declension; neuter; illustration, moral model, legal precedent, and physical copy require context
L518	<i>similitudo, similitudinis f.</i>	likeness, comparison, similitude	noun; third declension; feminine; resemblance, rhetorical comparison, biblical parable-like form, and theological likeness require context
L519	<i>metaphora, -æ f.</i>	metaphor, transfer of meaning	noun; first declension; feminine; identify exact source words, compared domains, and contextual function before applying the label
L520	<i>anaphora, -æ f.</i>	anaphora, repetition at beginnings	noun; first declension; feminine; prove the repeated forms and corresponding unit boundaries before naming the figure
L521	<i>antithesis, antithesis f.</i>	antithesis, pointed opposition	noun; third declension; feminine; Greek inflection; identify balanced or opposed terms and explain their grammatical relation and argumentative work
L522	<i>narratio, narrationis f.</i>	narration, statement of facts	noun; third declension; feminine; storytelling, rhetorical statement of facts, and explanatory account depend on genre
L523	<i>propositio, propositionis f.</i>	statement, proposition, presentation	noun; third declension; feminine; grammatical statement, logical proposition, and rhetorical division require context
L524	<i>conclusio, conclusionis f.</i>	closing, conclusion, inference	noun; third declension; feminine; physical enclosure, logical inference, and rhetorical ending require context
L525	<i>exordium, -i n.</i>	beginning, introduction	noun; second declension; neuter; ordinary beginning and formal rhetorical introduction must be distinguished by genre

ID	Citation form	Project gloss	Morphology and use
L526	<i>periodus, -i f.</i>	period, circuit, complete sentence	noun; second declension; feminine; Greek loanword; temporal cycle, circuit, and rhetorical period depend on context
L527	<i>membrum, -i n.</i>	limb, member, clause-member	noun; second declension; neuter; bodily, corporate, and rhetorical structural senses require context
L528	<i>clausula, -æ f.</i>	close, clause, cadence	noun; first declension; feminine; legal provision, grammatical clause, rhetorical close, and cadence require context
L529	<i>locus, -i m.; plural loca n. or loci m.</i>	place, passage, topic	noun; second declension with sense-sensitive plural; physical places commonly use neuter <i>loca</i> ; passages or topics often masculine <i>loci</i>
L530	<i>auctor, auctoris m.</i>	originator, author, authority	agent noun; third declension; masculine; writer, founder, guarantor, and authoritative source depend on context
L531	<i>lector, lectoris m.</i>	reader, lector	agent noun; third declension; masculine; ordinary reader, public reader, and instituted or historical liturgical office require context
L532	<i>eloquentia, -æ f.</i>	eloquence, skilled expression	noun; first declension; feminine; ability, style, and praise or criticism of discourse depend on context

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	L153	<i>sacramentum, -i n.</i>	_____
N	L154	<i>mysterium, -i n.</i>	_____
N	L155	<i>ius, iuris n.</i>	_____
N	L156	<i>canon, canonis m.</i>	_____
N	L157	<i>officium, -i n.</i>	_____
N	L158	<i>potestas, potestatis f.</i>	_____
N	L159	<i>auctoritas, auctoritatis f.</i>	_____
N	L160	<i>natura, -æ f.</i>	_____
N	L516	<i>argumentum, -i n.</i>	_____
N	L517	<i>exemplum, -i n.</i>	_____
N	L518	<i>similitudo, similitudinis f.</i>	_____
N	L519	<i>metaphora, -æ f.</i>	_____

Event	ID	Latin	Sense
N	L520	<i>anaphora, -æ f.</i>	
N	L521	<i>antithesis, antithesis f.</i>	
N	L522	<i>narratio, narrationis f.</i>	
N	L523	<i>propositio, propositionis f.</i>	
N	L524	<i>conclusio, conclusionis f.</i>	
N	L525	<i>exordium, -i n.</i>	
N	L526	<i>periodus, -i f.</i>	
N	L527	<i>membrum, -i n.</i>	
N	L528	<i>clausula, -æ f.</i>	
N	L529	<i>locus, -i m.; plural loca n. or loci m.</i>	
N	L530	<i>auctor, auctoris m.</i>	
N	L531	<i>lector, lectoris m.</i>	
N	L532	<i>eloquentia, -æ f.</i>	
R1	L145	<i>quoniam</i>	
R1	L146	<i>dum</i>	
R1	L147	<i>quamvis</i>	
R1	L148	<i>si</i>	
R1	L499	<i>ecce</i>	
R1	L502	<i>ergo</i>	
R1	L511	<i>sicut</i>	

Event	ID	Latin	Sense
R1	L515	<i>quicumque, quæcumque, quodcumque</i>	
R2	L141	<i>fidelis, fidele</i>	
R2	L142	<i>iustus, -a, -um</i>	
R2	L143	<i>vere</i>	
R2	L144	<i>semper</i>	
R2	L483	<i>sepulcrum, -i n.</i>	
R2	L486	<i>vulnus, vulneris n.</i>	
R2	L491	<i>iudicium, -i n.</i>	
R2	L497	<i>crucifigo, -ere, crucifixi, crucifixum</i>	
R5	L113	<i>lux, lucis f.</i>	
R5	L114	<i>verbum, -i n.</i>	
R5	L115	<i>nomen, nominis n.</i>	
R5	L116	<i>populus, -i m.</i>	
R5	L431	<i>discipulus, -i m.</i>	
R5	L434	<i>angelus, -i m.</i>	
R5	L438	<i>rex, regis m.</i>	
R5	L447	<i>cæcus, -a, -um</i>	

1.3 Grammar retrieval

ID	Fact	Prompt	Response
G051	Marked word order and hyperbaton <i>word order</i>	What must be proved before a stylistic effect is proposed?	_____
G056	Evidence classes in source work <i>source discipline</i>	Distinguish received text, adaptation, and project composition.	_____
G070	Figure and function <i>rhetoric</i>	What turns a figure label into analysis?	_____
G079	Periodic syntax <i>prose style</i>	How should a long period be reduced without destroying its architecture?	_____

1.4 Reconstruct and compose

Reconstruction. Reconstruct *ius / potestas / auctoritas / res / diversæ / sunt*; explain agreement.

Composition. Write three definitions that keep *ius*, *potestas*, and *auctoritas* distinct without claiming a complete legal theory.

Part III

Reading and Composition

CHAPTER 1

Connected Latin and written expression

CHAPTER 2

Reader: two architectures of elevation

Set the two complete packet-local readings beside one another.

R, CIC-FALCONER1923, Cicero, *Laelius de amicitia* 6.20:

Est enim amicitia nihil aliud nisi omnium divinarum humanarumque rerum cum benevolentia et caritate consensio, qua quidem haud scio an excepta sapientia nil quicquam melius homini sit a dis immortalibus datum.

The Cicero sentence is verified in Falconer's 1923 edition, printed p. 130, scan PDF p. 89. No edition translation is reproduced.

Gloss. *nihil aliud nisi*, nothing other than; *consensio*, accord; *benevolentia*, goodwill; *caritas*, affection; *haud scio an*, I rather think; *excepta sapientia*, wisdom excepted; *datum sit*, has been given.

R, AUG-CSEL33, *Confessiones* 1.1.1: *Magnus es, Domine, et laudabilis valde: magna virtus tua et sapientiae tuae non est numerus. Et laudare te vult homo, aliqua portio creaturae tuae, et homo circumferens mortalitatem suam, circumferens testimonium peccati sui et testimonium, quia superbis resistis: et tamen laudare te vult homo, aliqua portio creaturae tuae. Tu excitas, ut laudare te delectet, quia fecisti nos ad te et inquietum est cor nostrum, donec requiescat in te.*

The Augustine excerpt is verified in Knöll's CSEL 33, printed p. 1, scan PDF p. 46; it runs through the end of the three-sentence opening movement. *u/v* and display capitalization are normalized.

Gloss. *circumferens*, carrying about, bearing; *mortalitas*, mortality; *testimonium*, testimony, evidence; *peccatum*, sin; *superbis*, the proud; *resistis*, you resist; *tamen*, nevertheless; *excitas*, you rouse; *delectet*, may delight; *inquietum*, restless; *requiescat*, may rest.

Project translation. "Great are you, Lord, and exceedingly worthy of praise; great is your power, and of your wisdom there is no number. And a human being, some portion of your creation, desires to praise you—a human being carrying about his mortality, carrying the evidence of his sin and the evidence that you resist the proud; and nevertheless a human being, some portion of your creation, desires to praise you. You rouse him to delight in praising you, because you have made us for yourself and our heart is restless until it rests in you."

2.1 Liturgical period for the packet worksheet

R — *Missale Romanum* (1962), Canon Missae, *Te igitur*; stable source ID MR62-CANON-TEIGITUR.

Te igitur, clementissime Pater, per Iesum Christum Filium tuum Dominum nostrum, supplices rogamus ac petimus, uti accepta habeas et benedicas haec dona, haec munera, haec sancta sacrificia illibata, in primis, quae tibi offerimus pro Ecclesia tua sancta catholica: quam pacificare, custodire, adunare et regere digneris

toto orbe terrarum: una cum famulo tuo Papa nostro N. et Antistite nostro N. et omnibus orthodoxis, atque catholicae et apostolicae fidei cultoribus.

Local apparatus. *Missale Romanum* (1962), Canon Missae, *Te igitur*, local evidence PDF p. 382, beginning at marginal no. 1088, visually checked. Accents are omitted, *u/v* is regularized, and ligatures and display punctuation are normalized. The intervening ceremonial rubrics are omitted while every prayer word through *cultoribus* is retained. The fronted *te* is the object of *rogamus ac petimus*; predicative *supplices* describes the implicit subject; and *uti* introduces the requested action. This complete prayer sentence is printed for Worksheet IV.14 rather than reconstructed from an abridged teaching excerpt.

Diagram Cicero's complete definition sentence and Augustine's complete three-sentence opening movement. Mark Augustine's source sentence boundaries before tracing the repeated *homo*, *aliqua portio creaturae tuae*, and the movement from *homo* to *nos*. Cicero begins with a nominal definition and expands by qualification; Augustine begins with direct address, turns to the burdened human speaker, repeats a balanced claim, and resolves in the *donec* clause. The Augustine opening is a linked sequence, not one Ciceronian period. Compose a 120-word P paragraph that develops one abstract subject by a plan stated before drafting. Annotate cadence, balance, subordination, sentence linkage, and the point of transition.

2.2 Before continuing

You should reasonably be able to diagram Cicero's complete definition sentence and Augustine's complete three-sentence opening, distinguish their local rhetorical architectures without collapsing a linked sequence into one period, and imitate selected features in an original abstract period with an explicit plan.

2.3 Allusion, quotation, and parallel — connected practice

Connection. Exact quotation, adaptation, formula, echo, and thematic parallel make different evidence claims.

Practice. For four packet pairs, transcribe both loci, align exact words and forms, classify the relation, record differences, and give a confidence statement. Include one honest negative result.

Recall without notes. Remove all source labels and see whether the verbal evidence alone supports the classification.

2.4 Ciceronian period and Augustinian sentence sequence — connected practice

Connection. Periodic prose suspends or balances completion through syntax; a linked sequence can instead build force across complete sentence boundaries. Rhetoric is the work performed by those choices, not a list of figure names.

Practice. Diagram Cicero's complete definition sentence and Augustine's complete three-sentence opening: main assertions, sentence, colon, and member boundaries, anaphora or balance, delayed elements, climax, cross-sentence repetition, and rhythm visible as textual arrangement without pronunciation claims.

Recall without notes. Turn Cicero's sentence and each Augustine sentence into short neutral clauses, then state what is lost.

2.5 Periodic imitation — connected practice

Connection. Imitation becomes composition when new propositions are organized by a declared structure rather than filled into copied wording.

Practice. Extract an abstract frame from one source period. Plan new civic or moral propositions, draft a 120–180 word period or paired periods, and annotate every point of structural imitation and departure.

Recall without notes. Rewrite the draft as short sentences to audit logical completeness.

Part IV

Cumulative Practice

CHAPTER 1

A3 worksheet family: allusion and context

Worksheet IV.9 — Classifying relationships

Worksheet ID: IV.9

Focus: Use evidence-scaled language.**Use:** Begin the allusion unit here.

1. Define quotation, adaptation, formula, echo, and parallel in one sentence each.

-
2. Classify the relation between Matthew 8:8 and *Domine, non sum dignus...anima mea*; justify.

-
3. Why does shared *Deus* never establish an allusion by itself?

-
4. What evidence can downgrade an apparent echo?

-
5. Rewrite “The author obviously quoted Psalm X” as a cautious claim when only two common words overlap.
-

Worksheet IV.10 — The allusion dossier**Worksheet ID:** IV.10**Focus:** Trace grammar and context together.**Use:** Use the supplied Mt. 8:8 and Ordinary pair.

1. **Text:** *Domine, non sum dignus ut intres sub tectum meum: sed tantum dic verbo, et sanabitur puer meus.*

Domine, non sum dignus ut intres sub tectum meum: sed tantum dic verbo, et sanabitur anima mea.

Passage ID: IV.10.1; exact source and collation state are recorded in the passage inventory.

Mark exact overlap and the adaptation, then parse the changed phrase.

-
2. Copy the two supplied lines in parallel and distinguish exact form, same lemma in another form, and conceptual parallel.

-
3. How should a changed person, number, or case be recorded?

-
4. List evidence for and against the proposed relationship.

-
5. Write the final classification and what recognition contributes.
-

Worksheet IV.11 — Testing a famous source**Worksheet ID:** IV.11**Focus:** Compare Isaiah and the Sanctus precisely.**Use:** Both texts are printed here.

1. **Text:** *Sanctus, sanctus, sanctus Dominus Deus exercituum, plena est omnis terra gloria eius. Sanctus, Sanctus, Sanctus Dominus Deus Sabaoth. Pleni sunt cæli et terra gloria tua.*

Passage ID: IV.11.1; exact source and collation state are recorded in the passage inventory.

Mark exact overlap and every adaptation.

-
2. Parse *pleni sunt cæli et terra gloria tua*.

-
3. Explain *Sabaoth* in the Latin sentence.

-
4. What does the second-person shift do?

-
5. Write a six-line allusion note connecting grammar, adaptation, and context.
-

Worksheet IV.12 — A negative result**Worksheet ID:** IV.12**Focus:** Learn to reject a weak allusion.**Use:** Test a claim from the supplied comparison set.

1. **Text:** *Gratia Domini nostri Iesu Christi cum omnibus vobis.*

Gratia autem Dei sum id quod sum.

Passage ID: IV.12.1; exact source and collation state are recorded in the passage inventory.

Test the claim that the first sentence quotes the second because both contain *gratia* and a divine genitive.

-
2. Compare the additional supplied phrases *gratia Dei vita æterna* and *secundum gratiam Dei*. What do they show?

-
3. What classification fits the proposed relation?

-
4. Explain why rejecting the claim improves interpretation.
-

CHAPTER 2

A4 worksheet family: rhetoric**Worksheet IV.13 — Figures with functions****Worksheet ID:** IV.13**Focus:** Connect form to thought.**Use:** Use as the rhetoric diagnostic.

1. Identify the principal figure in *hæc dona, hæc munera, hæc sancta sacrificia illibata*.

-
2. Why is naming “anaphora” not yet analysis?

-
3. Define hyperbaton and state the first grammatical safeguard.

-
4. Distinguish parallelism from chiasm.

-
5. Give one reason a tricolon may not be a climax.
-

Worksheet IV.14 — Diagramming a period

Worksheet ID: IV.14

Focus: Make long syntax visible.

Use: Use the complete *Te igitur* prayer sentence MR62-CANON-TEIGITUR printed in the packet reader.

1. Copy the sentence and underline every finite verb twice, every non-finite verb once.

-
2. Place each subordinate clause on an indented line beneath its governor.

-
3. Circle the main-clause completion and explain what delays it.

-
4. Mark parallel members and any framing word order.

-
5. Write a prose account of how suspension orders the thought.
-

Worksheet IV.15 — Rhetorical imitation**Worksheet ID:** IV.15**Focus:** Preserve structure with new content.**Use:** Do after diagramming A4-B.

1. Create a three-member accusative anaphora modeled on *hæc dona...*

2. Add a governing petition verb and dative recipient.

3. Write an antithesis using *non...sed...* with parallel infinitives.

4. Create defensible hyperbaton, then restore neutral order.

5. Write a four-clause period whose main petition arrives last; diagram it.

Worksheet IV.16 — Cumulative rhetorical reading**Worksheet ID:** IV.16**Focus:** Analyze without overclaiming.**Use:** Use a fresh supplied chant and prayer.

1. **Text:** *Vere dignum et iustum est, æquum et salutare.*

Passage ID: IV.16.1; exact source and collation state are recorded in the passage inventory.

Identify syntax and balance.

2. What must be supplied or follow for the semantic content of “it”?
-

3. **Text:** *Dies iræ, dies illa, solvet sæclum in favilla.*

Passage ID: IV.16.2; exact source and collation state are recorded in the passage inventory.

Identify repetition, demonstrative reference, and clause spine.

4. Why does poetic order not cancel syntax?
-

5. Write one paragraph connecting two figures to the meaning of either passage.
-

CHAPTER 3

Before continuing

Before continuing. Classify quotation, adaptation, formula, echo, and parallel from aligned exact wording; record a defensible negative result; diagram Cicero's complete definition sentence and Augustine's complete three-sentence opening without collapsing them into one architecture; explain what observable rhetorical arrangement does; and compose a substantial new period from an abstract frame without copying distinctive source wording.

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	L153	<i>sacramentum, -i n.</i>	sacrament, sacred sign, oath
N	L154	<i>mysterium, -i n.</i>	mystery, sacred reality
N	L155	<i>ius, iuris n.</i>	right, law, justice
N	L156	<i>canon, canonis m.</i>	rule, canon
N	L157	<i>officium, -i n.</i>	duty, service, office
N	L158	<i>potestas, potestatis f.</i>	power, authority, capacity
N	L159	<i>auctoritas, auctoritatis f.</i>	authority, influence, warrant
N	L160	<i>natura, -æ f.</i>	nature, character, birth
N	L516	<i>argumentum, -i n.</i>	proof, argument, subject, sign
N	L517	<i>exemplum, -i n.</i>	example, model, precedent, copy
N	L518	<i>similitudo, similitudinis f.</i>	likeness, comparison, similitude
N	L519	<i>metaphora, -æ f.</i>	metaphor, transfer of meaning
N	L520	<i>anaphora, -æ f.</i>	anaphora, repetition at beginnings
N	L521	<i>antithesis, antithesis f.</i>	antithesis, pointed opposition
N	L522	<i>narratio, narrationis f.</i>	narration, statement of facts
N	L523	<i>propositio, propositionis f.</i>	statement, proposition, presentation
N	L524	<i>conclusio, conclusionis f.</i>	closing, conclusion, inference
N	L525	<i>exordium, -i n.</i>	beginning, introduction
N	L526	<i>periodus, -i f.</i>	period, circuit, complete sentence
N	L527	<i>membrum, -i n.</i>	limb, member, clause-member
N	L528	<i>clausula, -æ f.</i>	close, clause, cadence
N	L529	<i>locus, -i m.; plural loca n. or loci m.</i>	place, passage, topic
N	L530	<i>auctor, auctoris m.</i>	originator, author, authority
N	L531	<i>lector, lectoris m.</i>	reader, lector
N	L532	<i>eloquentia, -æ f.</i>	eloquence, skilled expression
R1	L145	<i>quoniam</i>	because, since; that
R1	L146	<i>dum</i>	while, until, provided that
R1	L147	<i>quamvis</i>	although; however much
R1	L148	<i>si</i>	if
R1	L499	<i>ecce</i>	behold, look, here is

Event	ID	Latin	Project gloss
R1	L502	<i>ergo</i>	therefore, then
R1	L511	<i>sicut</i>	just as, as
R1	L515	<i>quicumque, quaecumque, quodcumque</i>	whoever, whatever, every ... who
R2	L141	<i>fidelis, fidele</i>	faithful, trustworthy
R2	L142	<i>iustus, -a, -um</i>	just, righteous
R2	L143	<i>vere</i>	truly, rightly
R2	L144	<i>semper</i>	always
R2	L483	<i>sepulcrum, -i n.</i>	tomb, grave
R2	L486	<i>vulnus, vulneris n.</i>	wound
R2	L491	<i>iudicium, -i n.</i>	judgment, trial, decision
R2	L497	<i>crucifigo, -ere, crucifigi, crucifixum</i>	fasten to a cross, crucify
R5	L113	<i>lux, lucis f.</i>	light
R5	L114	<i>verbum, -i n.</i>	word, saying, the Word
R5	L115	<i>nomen, nominis n.</i>	name
R5	L116	<i>populus, -i m.</i>	people
R5	L431	<i>discipulus, -i m.</i>	disciple, pupil
R5	L434	<i>angelus, -i m.</i>	angel, messenger
R5	L438	<i>rex, regis m.</i>	king
R5	L447	<i>cæcus, -a, -um</i>	blind; a blind person

Grammar models

ID	Fact	Prompt	Model
G051	Marked word order and hyperbaton <i>word order</i>	What must be proved before a stylistic effect is proposed?	First prove syntactic attachment from agreement, government, and clause structure. Then compare a neutral scaffold with the printed order and explain what separation or placement foregrounds.
G056	Evidence classes in source work <i>source discipline</i>	Distinguish received text, adaptation, and project composition.	Received text reproduces an identified witness; an adaptation visibly changes a received base and records the change; project composition is new instructional Latin. None may be presented under another class merely because its wording sounds plausible.
G070	Figure and function <i>rhetoric</i>	What turns a figure label into analysis?	Quote the corresponding Latin forms, prove their grammatical relation, and explain how repetition, balance, antithesis, sound, or displacement directs attention and develops the thought.

ID	Fact	Prompt	Model
G079	Periodic syntax <i>prose style</i>	How should a long period be reduced without destroying its architecture?	Bracket subordinate units, identify the principal finite verb and its arguments, trace connectors and parallel members, and write a proposition outline. Then return to the received order to explain suspense, balance, climax, or qualification.

Reconstruction and composition models

Reconstruction prompt. Reconstruct *ius / potestas / auctoritas / res / diversæ / sunt*; explain agreement.

Model. *Ius, potestas et auctoritas res diversæ sunt.* The supplied predicate noun *res* and adjective *diversæ* are feminine plural, gathering the coordinated subjects under a plural predication.

Composition prompt. Write three definitions that keep *ius*, *potestas*, and *auctoritas* distinct without claiming a complete legal theory.

Model. Model: *Ius regula iusta est. Potestas facultas agendi est. Auctoritas pondus testimonii est.* These are deliberately simplified project definitions, not canonical propositions.

CHAPTER 2

Reading, composition, and practice models

CHAPTER 3

Reader: two architectures of elevation

Set the two complete packet-local readings beside one another.

R, CIC-FALCONER1923, Cicero, *Laelius de amicitia* 6.20:

Est enim amicitia nihil aliud nisi omnium divinarum humanarumque rerum cum benevolentia et caritate consensio, qua quidem haud scio an excepta sapientia nil quicquam melius homini sit a dis immortalibus datum.

The Cicero sentence is verified in Falconer's 1923 edition, printed p. 130, scan PDF p. 89. No edition translation is reproduced.

Gloss. *nihil aliud nisi*, nothing other than; *consensio*, accord; *benevolentia*, goodwill; *caritas*, affection; *haud scio an*, I rather think; *excepta sapientia*, wisdom excepted; *datum sit*, has been given.

R, AUG-CSEL33, *Confessiones* 1.1.1: Magnus es, Domine, et laudabilis valde: magna virtus tua et sapientiae tuae non est numerus. Et laudare te vult homo, aliqua portio creaturae tuae, et homo circumferens mortalitatem suam, circumferens testimonium peccati sui et testimonium, quia superbis resistis: et tamen laudare te vult homo, aliqua portio creaturae tuae. Tu excitas, ut laudare te delectet, quia fecisti nos ad te et inquietum est cor nostrum, donec requiescat in te.

The Augustine excerpt is verified in Knöll's CSEL 33, printed p. 1, scan PDF p. 46; it runs through the end of the three-sentence opening movement. *u/v* and display capitalization are normalized.

Gloss. *circumferens*, carrying about, bearing; *mortalitas*, mortality; *testimonium*, testimony, evidence; *peccatum*, sin; *superbis*, the proud; *resistis*, you resist; *tamen*, nevertheless; *excitas*, you rouse; *delectet*, may delight; *inquietum*, restless; *requiescat*, may rest.

Project translation. “Great are you, Lord, and exceedingly worthy of praise; great is your power, and of your wisdom there is no number. And a human being, some portion of your creation, desires to praise you—a human being carrying about his mortality, carrying the evidence of his sin and the evidence that you resist the proud; and nevertheless a human being, some portion of your creation, desires to praise you. You rouse him to delight in praising you, because you have made us for yourself and our heart is restless until it rests in you.”

3.1 Liturgical period for the packet worksheet

R — *Missale Romanum* (1962), Canon Missae, *Te igitur*; stable source ID MR62-CANON-TEIGITUR.

Te igitur, clementissime Pater, per Iesum Christum Filium tuum Dominum nostrum, supplices rogamus ac petimus, uti accepta habeas et benedicas haec dona, haec munera, haec sancta sacrificia illibata, in primis, quae tibi offerimus pro Ecclesia tua sancta catholica: quam pacificare, custodire, adunare et regere digneris toto orbe terrarum: una cum famulo tuo Papa nostro N. et Antistite nostro N. et omnibus orthodoxis, atque catholicae et apostolicae fidei cultoribus.

Local apparatus. *Missale Romanum* (1962), Canon Missae, *Te igitur*, local evidence PDF p. 382, beginning at marginal no. 1088, visually checked. Accents are omitted, *u/v* is regularized, and ligatures and display punctuation are normalized. The intervening ceremonial rubrics are omitted while every prayer word through *cultoribus* is retained. The fronted *te* is the object of *rogamus ac petimus*; predicative *supplices* describes the implicit subject; and *uti* introduces the requested action. This complete prayer sentence is printed for Worksheet IV.14 rather than reconstructed from an abridged teaching excerpt.

Diagram Cicero's complete definition sentence and Augustine's complete three-sentence opening movement.

Mark Augustine's source sentence boundaries before tracing the repeated *homo, aliqua portio creaturae tuae*, and the movement from *homo* to *nos*. Cicero begins with a nominal definition and expands by qualification; Augustine begins with direct address, turns to the burdened human speaker, repeats a balanced claim, and resolves in the *donec* clause. The Augustine opening is a linked sequence, not one Ciceronian period. Compose a 120-word P paragraph that develops one abstract subject by a plan stated before drafting. Annotate cadence, balance, subordination, sentence linkage, and the point of transition.

3.2 Models and points to check

A grammatical diagram keeps Augustine's three source sentences distinct: the first coordinates *magnus es* with the proclamation beginning *magna virtus*; the second repeats the main spine *homo laudare te vult* around its apposition, participial expansion, and *quia* clause; the third governs *ut laudare te delectet*, then grounds the movement with *quia fecisti* and carries it through *donec requiescat*. The linkage is rhetorical and lexical; it does not erase the three grammatical sentence boundaries.

A defensible imitation note names a feature and its effect: "I delayed the subject of the second clause until after a balanced pair so that the paragraph turns from general claim to human response." "I wrote a sublime sentence" does not identify a revisable choice.

Allusion, quotation, and parallel — model and points to check

Model / points to check. The model demands exact loci and wording. Shared theme without distinctive verbal contact remains a parallel; resemblance may be inconclusive; a negative result is preferable to an invented source claim.

Ciceronian period and Augustinian sentence sequence — model and points to check

Model / points to check. A defensible diagram attaches every member grammatically, preserves the three Augustine sentence boundaries, and ties each rhetorical observation to an exact form or order. The neutral restatement may lose emphasis, suspense, balance, linkage, or cadence while preserving propositions.

Periodic imitation — model and points to check

Model / points to check. The model check asks whether the abstract frame is accurately named, every proposition is original and recoverable, morphology and government are sound, and source wording has not been silently appropriated.

CHAPTER 4

A3 worksheet family: allusion and context**Solution IV.9 — Classifying relationships****Worksheet ID:** IV.9**Focus:** Use evidence-scaled language.**Use:** Begin the allusion unit here.

1. Define quotation, adaptation, formula, echo, and parallel in one sentence each.
Answer / model: Quotation: secure sustained wording. Adaptation: recognizable wording altered for a new setting. Formula: conventional language without one necessary source. Echo: plausible activation with weaker verbal proof. Parallel: useful resemblance without dependence claim.
2. Classify the relation between Matthew 8:8 and *Domine, non sum dignus...anima mea*; justify.
Answer / model: Close adaptation: extensive exact wording and syntax with a meaningful noun substitution.
3. Why does shared *Deus* never establish an allusion by itself?
Answer / model: It is extremely common and lacks verbal density or rarity; context and a larger distinctive pattern are required.
4. What evidence can downgrade an apparent echo?
Answer / model: Different context, widespread formula, weak or commonplace overlap, incompatible syntax, lack of transmission/use, or a closer alternative source.
5. Rewrite “The author obviously quoted Psalm X” as a cautious claim when only two common words overlap.
Answer / model: Model: “The phrase is verbally parallel to Psalm X, but the overlap is common; without a rarer sequence or contextual correspondence, dependence remains unestablished.”

Solution IV.10 — The allusion dossier

Worksheet ID: IV.10

Focus: Trace grammar and context together.

Use: Use the supplied Mt. 8:8 and Ordinary pair.

1. **Text:** *Domine, non sum dignus ut intres sub tectum meum: sed tantum dic verbo, et sanabitur puer meus.*

Domine, non sum dignus ut intres sub tectum meum: sed tantum dic verbo, et sanabitur anima mea.

Passage ID: IV.10.1; exact source and collation state are recorded in the passage inventory.

Mark exact overlap and the adaptation, then parse the changed phrase.

Answer / notes: All wording is shared except *puer meus/anima mea*. In each, the noun phrase is nominative subject of future passive *sanabitur*; masculine *puer meus* becomes feminine *anima mea*, so both noun and possessive change while the singular verb remains unchanged.

2. Copy the two supplied lines in parallel and distinguish exact form, same lemma in another form, and conceptual parallel.

Answer / model: Nearly the whole construction is exact verbal overlap. The changed noun and its agreement are morphological and semantic adaptation, while the communicant's application to the soul draws on the larger narrative relation of unworthiness, authority, and healing.

3. How should a changed person, number, or case be recorded?

Answer / model: As morphological adaptation: state source form, liturgical form, grammatical cause of change, and semantic/discourse effect.

4. List evidence for and against the proposed relationship.

Answer / model: A sound list treats verbal rarity/density, syntax, wider context, known liturgical recurrence, alternative sources, and generic formula.

5. Write the final classification and what recognition contributes.

Answer / model: Answers vary; the claim must be no stronger than evidence and must explain added contextual sense rather than merely naming a verse.

Solution IV.11 — Testing a famous source

Worksheet ID: IV.11

Focus: Compare Isaiah and the Sanctus precisely.

Use: Both texts are printed here.

1. **Text:** *Sanctus, sanctus, sanctus Dominus Deus exercituum, plena est omnis terra gloria eius.*

Sanctus, Sanctus, Sanctus Dominus Deus Sabaoth. Pleni sunt cæli et terra gloria tua.

Passage ID: IV.11.1; exact source and collation state are recorded in the passage inventory.

Mark exact overlap and every adaptation.

Answer / notes: Exact overlap includes the threefold *sanctus* and *Dominus Deus*; *exercituum* corresponds to indeclinable *Sabaoth*; singular *plena est omnis terra* becomes plural *pleni sunt cæli et terra*; third-person *eius* becomes direct-address *tua*.

2. Parse *pleni sunt cæli et terra gloria tua*.

Answer / model: *cæli et terra* is a compound nominative subject; *sunt* is plural; *pleni* is masculine plural, using nearest-noun gender agreement with adjacent *cæli*; *gloria tua* is ablative of fullness/content after the adjective *pleni*.

3. Explain *Sabaoth* in the Latin sentence.

Answer / model: An indeclinable transliterated title traditionally understood “of hosts”; it stands with *Dominus Deus* and is not assigned a Latin case ending.

4. What does the second-person shift do?

Answer / model: It makes the acclamation direct address: “your glory” rather than Isaiah’s third-person “his glory.”

5. Write a six-line allusion note connecting grammar, adaptation, and context.

Answer / model: The model should cite Isaiah’s throne vision/acclamation, describe exact and altered wording, parse the major changes, and explain direct liturgical address without claiming every difference is a new source.

Solution IV.12 — A negative result

Worksheet ID: IV.12

Focus: Learn to reject a weak allusion.

Use: Test a claim from the supplied comparison set.

1. **Text:** *Gratia Domini nostri Iesu Christi cum omnibus vobis.*

Gratia autem Dei sum id quod sum.

Passage ID: IV.12.1; exact source and collation state are recorded in the passage inventory.

Test the claim that the first sentence quotes the second because both contain *gratia* and a divine genitive.

Answer / notes: The wording outside *gratia* differs; *Domini nostri Iesu Christi* and *Dei* are not exact overlap. In the first sentence grace is the subject of an understood wish and *cum omnibus vobis* its accompaniment; in the second *gratia Dei* is a predicate nominative within Paul's first-person assertion.

2. Compare the additional supplied phrases *gratia Dei vita æterna* and *secundum gratiam Dei*. What do they show?

Answer / model: They show that *gratia* with a divine genitive is productive, ordinary Christian vocabulary used in different constructions; the small shared phrase has little independent evidentiary weight.

3. What classification fits the proposed relation?

Answer / model: A lexical or formulaic parallel, not a secure quotation or echo. The differing syntax and context give no reason to make one sentence depend on the other.

4. Explain why rejecting the claim improves interpretation.

Answer / model: Model: it prevents a remote context from controlling the passage, distinguishes ordinary Christian vocabulary from distinctive borrowed wording, and leaves attention on each sentence's grammar and immediate argument.

CHAPTER 5

A4 worksheet family: rhetoric**Solution IV.13 — Figures with functions****Worksheet ID:** IV.13**Focus:** Connect form to thought.**Use:** Use as the rhetoric diagnostic.

1. Identify the principal figure in *hæc dona, hæc munera, hæc sancta sacrificia illibata*.
Answer / model: Anaphora of *hæc*, parallel accusative objects, and an expanding/climactic third member.
2. Why is naming “anaphora” not yet analysis?
Answer / model: The reader must show what repeats, its grammatical role, how the members develop, and what the repetition foregrounds.
3. Define hyperbaton and state the first grammatical safeguard.
Answer / model: Separation of words that belong together; first prove agreement/government from forms before assigning rhetorical effect.
4. Distinguish parallelism from chiasm.
Answer / model: Parallelism repeats corresponding order (AB/AB); chiasm reverses credible corresponding members (AB/BA). Chiasm requires more than four vaguely related words.
5. Give one reason a tricolon may not be a climax.
Answer / model: Three members can be coordinate without increasing force, length, scope, or semantic intensity.

Solution IV.14 — Diagramming a period

Worksheet ID: IV.14

Focus: Make long syntax visible.

Use: Use the complete *Te igitur* prayer sentence MR62-CANON-TEIGITUR printed in the packet reader.

1. Copy the sentence and underline every finite verb twice, every non-finite verb once.

Answer / model: Key is passage-specific; all finite verbs, infinitives, and participles must be accounted for before diagramming.

2. Place each subordinate clause on an indented line beneath its governor.

Answer / model: A complete diagram explicitly labels each relative, purpose, substantive, temporal, or other relation; indentation without classification is incomplete.

3. Circle the main-clause completion and explain what delays it.

Answer / model: Identify the main predicate/petition and list intervening relative, participial, appositional, or coordinated material.

4. Mark parallel members and any framing word order.

Answer / model: A sound analysis cites exact corresponding forms; labels based only on English translation remain unproved.

5. Write a prose account of how suspension orders the thought.

Answer / model: Model: explain what grounds precede petition/assertion, where expectation is held, and how the main resolution gathers the subordinate material.

Solution IV.15 — Rhetorical imitation

Worksheet ID: IV.15

Focus: Preserve structure with new content.

Use: Do after diagramming A4-B.

1. Create a three-member accusative anaphora modeled on *hæc dona....*

Answer / model: Model: *hanc fidem, hanc spem, hanc caritatem indeficientem*. All are accusative singular feminine and can serve as coordinated objects.

2. Add a governing petition verb and dative recipient.

Answer / model: Model: *Hanc fidem, hanc spem, hanc caritatem indeficientem nobis concede*.

3. Write an antithesis using *non...sed...* with parallel infinitives.

Answer / model: Model: *Non sibi vivere, sed Deo servire desiderat*.

4. Create defensible hyperbaton, then restore neutral order.

Answer / model: Model: marked *magna nos gratia confortat*; neutral *magna gratia nos confortat*. Explain that separation frames *nos*; other sound answers possible.

5. Write a four-clause period whose main petition arrives last; diagram it.

Answer / model: Answers vary. A sound period has grammatical subordination, a recoverable main spine, purposeful delay, and a diagram matching the actual sentence.

Solution IV.16 — Cumulative rhetorical reading

Worksheet ID: IV.16

Focus: Analyze without overclaiming.

Use: Use a fresh supplied chant and prayer.

1. **Text:** *Vere dignum et iustum est, æquum et salutare.*

Passage ID: IV.16.1; exact source and collation state are recorded in the passage inventory.

Identify syntax and balance.

Answer / notes: Impersonal/predicate construction with *est*; four neuter singular predicate adjectives in two coordinated pairs, balanced as *dignum et iustum* / *æquum et salutare*.

2. What must be supplied or follow for the semantic content of “it”?

Answer / model: An infinitive or substantive act in the larger preface states what is fitting; the opening frame anticipates that completion.

3. **Text:** *Dies iræ, dies illa, solvet sæclum in favilla.*

Passage ID: IV.16.2; exact source and collation state are recorded in the passage inventory.

Identify repetition, demonstrative reference, and clause spine.

Answer / notes: Anaphora/repetition of *dies*; *illa* agrees with the second *dies*; *dies* is subject, *solvet* future active, *sæclum* object, *in favilla* prepositional phrase.

4. Why does poetic order not cancel syntax?

Answer / model: Endings and agreement still establish relations; lineation, parallelism, and foregrounding can accompany rearranged constituents but do not remove morphology.

5. Write one paragraph connecting two figures to the meaning of either passage.

Answer / model: A sound answer names exact forms, proves their syntax, and explains emphasis, balance, dread, or closure; a list of terms without that connection supplies no evidence.

Part VI

Scope and Sources

CHAPTER 1

Scope and Qualifications

1.1 Packet boundary

This is packet EL-M20, *Allusion, Rhetoric, and Periodic Prose*, 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. Cicero and Augustine are principal prose models, not decorative names applied to unsupported exercises.

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

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

1.2 Controlling records and local state

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

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

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

CHAPTER 2

References

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

2.1 Missal and biblical corpus

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

2.2 Verified connected prose

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

2.3 Verified poetry

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

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

2.4 Grammar and Reading Lexicon

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

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

2.5 Citation and normalization

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

Last revised (UTC): 2026-07-22T16:54:56Z

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