This programmed workbook is designed for use with the introductory reader for the beginning audiolingual Latin course. The workbook allows the student to work without direct teacher aid, to work and review at his own speed, to correct answers immediately, and to pursue good independent study habits. Like the reader, the workbook is structured by "frames," each frame being a separate step in the learning process, and each requiring a written response. Each lesson in the workbook corresponds to one in the reader. For related materials, see FL 004 156-58, FL 004 160, and FL 004 163. (DD)
ADVENTURE IN LANGUAGE
through LATIN

First Adventure: OPENING THE DOOR

RADIO—TV EDITION

By Henry A. Gardocki, S.J.
LESSON I

To be introduced to this PROGRAMED WORKBOOK.

Read the following.

I. This is a WORKBOOK which is designed to HELP YOU LEARN MORE ABOUT the LATIN YOU HAVE TAKEN in CLASS.

This WORKBOOK is designed for use with the "ADVENTURE IN LANGUAGE THROUGH LATIN" readers.

EACH UNIT of ADVENTURE IN LANGUAGE THROUGH LATIN has a WORKBOOK UNIT.

II. THIS is a PROGRAMED workbook.

WHAT is a programed workbook?

A workbook that is PROGRAMED is a workbook that is designed in such a way that the student can do the workbook WITHOUT the DIRECT AID of the teacher.

This means that the STUDENT CAN do the following-

1. WORK at his or her OWN SPEED-
2. REVIEW at his or her LEISURE-
3. CORRECT his or her ANSWERS IMMEDIATELY-
4. DO the work AT HOME.
5. LEARN HOW TO STUDY ON-YOUR-OWN.

HOW TO DO THE WORKBOOK-

1. ALWAYS READ any DIRECTIONS that are given.
2. If a PURPOSE or EXPLANATION is given, read these.
3. WATCH for the title: FRAME. Each FRAME is a separate STEP in learning. Take ONE FRAME at a time.
4. The LEARNING in each frame will require a WRITTEN RESPONSE from you.
5. AFTER you have written your response, check your answer with the one provided.
6. IF your response does NOT AGREE with the one provided, STOP for a moment to THINK HOW or WHY they differ.

7. OTHERWISE, if each response you make is correct, go to the next frame.

DO EACH LESSON of the WORKBOOK AFTER the corresponding numbered lesson has been taken in class in the READER.

FINALLY, it is EASY to 'CHEAT' in this learning adventure you are pursuing. BUT---you will find that 'cheating' is really NO ADVENTURE and NO FUN.

WHERE do you write your responses?
WHEREVER there is a solid line _______________ or, a broken line - - - - -

or, a TO THE RIGHT of each FRAME

WHERE will you find the EXPECTED RESPONSE against which you are TO CHECK your own response?

TO THE LEFT of each FRAME there will be a with a number corresponding to each FRAME NUMBER. The EXPECTED RESPONSE will be there.

FINALLY, you should have a card or piece of paper which you will slide down the sheets of the workbook so that the responses of each frame are COVERED until AFTER your own response for the frame is written.

NOW, GO TO FRAME 1 on the next page.
If a broken line of FIVE SEGMENTS appears in a frame where your WRITTEN RESPONSE is to be given, how MANY LETTERS would your written response be expected to contain?

RESPONSE

If a SOLID LINE appears, your WRITTEN RESPONSE would be expected to contain NO SPECIFIED NUMBER of

RESPONSE

You are BEGINNING THE STUDY of the LANGUAGE.

You became FAMILIAR with the SOUNDS of your NATIVE LANGUAGE long BEFORE you KNEW the meaning of the sounds.

Language is a means of COMMUNICATION between persons.

In order for SOUNDS to BECOME a language, they must be put into DEFINITE patterns.

In learning Latin you will be going through SOMewhat the same process as you did in learning your NATIVE language.

The VOWEL SOUNDS of Latin are: a e i o u

In Latin there are vowel sounds.

During your class recitation you may have noticed that some vowel sounds took longer to pronounce than others. The reason for this difference is that each vowel sound in Latin is either LONG or SHORT. In writing, the LONG VOWEL SOUND is often signaled by a - over the vowel that is long. This writer signal is called a MACRON, when used in LATIN.

EXAMPLE OF MACRON: silvā
RE-WRITE the following vowels using a MACRON: a e i o u

In general, you will find very few long vowel sounds MARKED with a MACRON in the READER or the WORKBOOK. HOWEVER, at the beginning of the reader, the vowels are marked with the macron to get you used to the difference in pronunciation.

Sometimes a macron will signal a DIFFERENCE in MEANING in a word from another word SPELLED the same. Or, the difference will be in USAGE.

EXAMPLES:
- silva is different in USAGE from silva.
- mea is different in MEANING from mea.

THEREFORE, a Latin word WITH a macron will have a DIFFERENCE in USAGE or a difference in __________ from a word WITHOUT a MACRON.

These are the CONSONANT SOUNDS of Latin:

p t c b d g f v x z s m n r l h j

THEREFORE, the number of Latin Consonants is ALMOST the _____ AS in English.

LOOK at the written representations of the Latin Consonant sounds again (in Frame 14). What LETTERS that represent Consonant sounds, which you know in English, DO NOT appear in this group? __ __ (there are three)
In Latin writing, you will find the letter _c_ rather than the letter _k_ for this particular sound.

Just as in English, the _c_ sound before _u_ is written _qu_.

**Rule One:** Every syllable in a Latin word must contain one and only one vowel sound.

Divide the following word into syllables:

 PUER ______________

**Rule Two:** A single consonant goes with the following vowel when a word is divided into syllables.

Example: MATER

Divide the following word into syllables:

 HABET __________

Divide the following word into syllables:

 ANIMAL __________

Divide the following word into syllables:

 MEMORA __________

Divide the following word into syllables:

 PONERE __________

Divide the following word into syllables:

 ONERA __________
RULE THREE: TWO or MORE consonants are divided after the FIRST consonant, when a word is divided into syllables.

EXAMPLE: POR TA

DIVIDE the following word into syllables:

mundus

DIVIDE the following word into syllables:

vacca

DIVIDE the following word into syllables:

arma

DIVIDE the following word into syllables:

esse

DIVIDE the following word into syllables:

mortis

RULE FOUR: If any of these sounds: p, t, k, b, d, g, or f IS FOLLOWED by r or l BOTH consonants go with the following vowel.

EXAMPLE: PA TREM

DIVIDE the following word into syllables:

prope

DIVIDE the following word into syllables:

lacrima
RULE FIVE: The DIPHTHONG sounds are treated LIKE a single vowel, when a word is divided into syllables.

EXAMPLE: **SIL VAE**

For students following the classical pronunciation.
Lesson II

Through the technique of copying, to learn the spelling of certain Latin words.

1. Sound out the syllables given in the first column.

2. Compose each Latin word as given in the second column. Compose by printing or writing in the box provided.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN FANS</td>
<td>INFANS</td>
</tr>
<tr>
<td>FI LI US</td>
<td>FILIUS</td>
</tr>
<tr>
<td>FI LI A</td>
<td>FILIA</td>
</tr>
<tr>
<td>FRA TER</td>
<td>FRATER</td>
</tr>
<tr>
<td>SO ROR</td>
<td>SOROR</td>
</tr>
<tr>
<td>PU ER</td>
<td>Puer</td>
</tr>
<tr>
<td>PU EL LA</td>
<td>PUELLA</td>
</tr>
<tr>
<td>VIR GO</td>
<td>VIRGO</td>
</tr>
<tr>
<td>JU Ve NIS</td>
<td>JUVENIS</td>
</tr>
<tr>
<td>FE Mi NA</td>
<td>FEMINA</td>
</tr>
</tbody>
</table>

Composition Panel I

| IN FANS | FILIUS |
| FILIA   | FRATER |
| SOROR   | Puer   |
| PUELLA  | VIRGO  |
| JUVENIS | FEMINA |
Through the TECHNIQUE of COPYING, to LEARN
The SPELLING of certain Latin words.

1. SOUND OUT the SYLLABLES or WORDS given in the first column.
2. COMPOSE each LATIN WORD as given, by writing or printing in the BOX provided.
To become more aware of the RELATIONSHIP of the Latin words you have studied.

<table>
<thead>
<tr>
<th>Frame</th>
<th>Purpose</th>
<th>Direction</th>
<th>DIRECTIONS</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.</td>
<td>frater</td>
<td>FRAME 45</td>
<td>WRITE or PRINT your answer in the BOX at the RIGHT.</td>
<td></td>
</tr>
<tr>
<td>46.</td>
<td>filius</td>
<td>FRAME 46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47.</td>
<td>puella</td>
<td>FRAME 47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td>virgo</td>
<td>FRAME 48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49.</td>
<td>vir</td>
<td>FRAME 49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td>mater</td>
<td>FRAME 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51.</td>
<td>puella</td>
<td>FRAME 51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52.</td>
<td>virgo</td>
<td>FRAME 52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>femina</td>
<td>FRAME 53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To begin to become AWARE of the FACT that there are English words that derive from the Latin words.

Of the choices given, CHOOSE the word that BEST fits the idea discussed.

The ENGLISH WORD (circle your choice)
MATERNAL is DERIVED from

Example of English USAGE- (circle choice)
Dorothy has a MATERNAL FEELING EYE VIEW

On the basis of word derivation- (write in box)
MATERNAL is to MATER, AS PATERNAL is to

AND,
PATERNAL is to PATER, AS FRATERNAL is to

AND,
FRATERNAL is to FRATER, AS VIRILE is to

AND,
VIRILE is to VIR, AS FILIAL is to

AND,
FILIAL is to FILIUS, AS SERVILE is to

AND,
SERVILE is to SERVUS, AS JUVENILE is to

AND,
JUVENILE is to JUVENIS, AS INFANTILE is to
To begin to become AWARE of the PATTERNS BY WHICH NEW English words are FORMED from other BASIC ENGLISH WORDS.

The ENGLISH WORD

BOYHOOD is to BOY,
AS GIRLHOOD is to
AND,
SISTERHOOD is to SISTER,
AS BROTHERHOOD is to
AND,
MOTHERHOOD is to MOTHER,
AS FATHERHOOD is to
AND,
SISTER is to SISTERLY,
AS BROTHER is to
AND,
FATHER is to FATHERLY,
AS MOTHER is to
AND,
SISTER is to SISTERLINESS,
AS BROTHER is to
AND,
FATHER is to FATHERLINESS,
AS MOTHER is to
AND,
BROTHER is to BROTHERLESS,
AS SISTER is to
AND,
MOTHER is to MOTHERLESS,
AS FATHER is to

STOP! GO TO READER.
LESSON III

Through the TECHNIQUE of COPYING, to LEARN

The SPELLING of certain Latin words.

1. SOUND OUT the SYLLABLES given in the first column.

2. COMPOSE each Latin word as given in the second column.
   Compose by printing or writing in the BOX provided.

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>DIRECTIONS</th>
<th>COMPOSITION</th>
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</thead>
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<td></td>
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<td>PANEL III</td>
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</table>

<table>
<thead>
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<th>GAL</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>POR</td>
<td>CUS</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>QUUS</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>SI NUS</td>
<td></td>
</tr>
<tr>
<td>LU</td>
<td>PUS</td>
<td></td>
</tr>
<tr>
<td>CU</td>
<td>NI CU LUS</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>LE PHANTUS</td>
<td></td>
</tr>
<tr>
<td>VAC</td>
<td>CA</td>
<td></td>
</tr>
<tr>
<td>GAL</td>
<td>LI NA</td>
<td></td>
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<tr>
<td>BOS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GALLUS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PORCUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECLUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASINUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LUPUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUNICULUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEPHANTUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VACCA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GALLINA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Through the **TECHNIQUE** of **COPYING**, to **LEARN** the **SPELLING** of certain Latin words.

1. **SOUND OUT** the **SYLLABLES** given in the first column.
2. **COMPOSE** each Latin word as given in the second column. Compose by printing or writing in the **BOX** provided.

<table>
<thead>
<tr>
<th>CA</th>
<th>NIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>VIS</td>
</tr>
<tr>
<td>PIS</td>
<td>CIS</td>
</tr>
<tr>
<td>O</td>
<td>VIS</td>
</tr>
<tr>
<td>FE</td>
<td>LES</td>
</tr>
<tr>
<td>MUS</td>
<td></td>
</tr>
<tr>
<td>AN</td>
<td>SER</td>
</tr>
<tr>
<td>A</td>
<td>NAS</td>
</tr>
<tr>
<td>LE</td>
<td>O</td>
</tr>
<tr>
<td></td>
<td>GER</td>
</tr>
</tbody>
</table>

| CANIS |
| AVIS |
| PISCIS |
| OVIS |
| FELES |
| MUS |
| ANSER |
| ANAS |
| LEO |
| TIGER |
Through the technique of copying, to become AWARE of the DIFFERENCE in SIGNALS used on SOME Latin words to designate the difference between the MALE and the FEMALE of the species. -US signals MALE, -A signals the FEMALE.

1. SOUND OUT the words given in the first column.

2. COMPOSE each Latin word as given, by writing or printing in the BOX provided.

<table>
<thead>
<tr>
<th>ASINUS</th>
<th>AUT</th>
<th>ASINA</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORCUS</td>
<td>AUT</td>
<td>PORCA</td>
</tr>
<tr>
<td>EQUUS</td>
<td>AUT</td>
<td>EQUUA</td>
</tr>
<tr>
<td>LUPUS</td>
<td>VEL</td>
<td>LUPA</td>
</tr>
<tr>
<td>GALLUS</td>
<td>VEL</td>
<td>GALLINA</td>
</tr>
<tr>
<td>CUNICULUS</td>
<td>VEL</td>
<td>CUNICULA</td>
</tr>
<tr>
<td>ELEPHANTUS</td>
<td>ATQUE</td>
<td>ELEPHANTA</td>
</tr>
<tr>
<td>SERVUS</td>
<td>ET</td>
<td>SERVA</td>
</tr>
<tr>
<td>FILIUS</td>
<td>AN</td>
<td>FILIA</td>
</tr>
<tr>
<td>AMERICANUS</td>
<td>AN</td>
<td>AMERICANA</td>
</tr>
</tbody>
</table>
Frames 72-80
PURPOSE
To begin to become aware of the SUFFIX PATTERN -INE BY WHICH Latin words are brought into ENGLISH.

EXAMPLE: CANINE; (of a dog).

The ENGLISH WORD 
asinINE is to ASINUS, AS
sandINE is to
AND,
bovINE is to BOS, AS
equiINE is to
AND,
lupINE is to LUPUS, AS
fellINE is to
AND,
porcINE is to PORCUS, AS
vaccINE is to
AND,
leonINE is to LEO, AS
tigrINE is to
AND,
ovINE is to OVIS, AS
elephantINE is to
AND,
piscINE is to PISCIS, AS
murINE is to
AND,
anserINE is to ANSER, AS
feminINE is to
Example of English USAGE—
John's grandfather had
a LEONINE
(circle choice)

PRINT or WRITE your ANSWER in the BOX provided.

MEANING of -INE (OF)

72. canis

73. equus

74. feles

75. vacca

76. tigris

77. elephantus

78. mus

79. femina

80. ANY CHOICE of the three

(circle choice)

FACE WALK MANNER
To begin to LEARN the NAMES of the PATTERNS BY WHICH words are FORMED.

BY THIS TIME you are probably wondering: IS THERE ANY DIFFERENCE in DIVIDING A WORD into SYLLABLES and DIVIDING A WORD into the PATTERNS as done in Frames 63 to 71 and Frames 72 to 80.

THE ANSWER to the question in Frame 81 IS 

WHAT IS THE DIFFERENCE in these TWO TYPES of DIVISION of words?

FIRST: A word is divided into SYLLABLES ON THE BASIS of SOUND ONLY.

BUT: THE OTHER DIVISION of a word, (as in Frames 63 to 71 and 72 to 80), is BASED on PATTERNS which CONVEY MEANING.

The PATTERNS in words which CONVEY MEANING are called the STEM of the word. (Some English books call this the BASE.)

The STEM of a word carries the BASIC

M _______ of the WORD.

EXAMPLE: Lat., CAN- Eng., DOG-

THEN, to the STEM can be added ANOTHER PATTERN which CARRIES MEANING.

EXAMPLE: DOG- LIKE
In the word, **dog**-like, the pattern -LIKE is called a SUFFIX.

In the word, **can**-INE, the pattern -I__ is called a SUFFIX.

A SUFFIX IS A SOUND PATTERN ADDED TO THE BACK PART OF A STEM OF A WORD AND CARRIES _______.

The English language of today is very different from what it was 1500 years ago when the name of our language was Anglo-Saxon. (Anglo-Saxon was Germanic)

In the course of the past 1500 years, thousands of words have been borrowed from many languages and are now words.

The greatest borrowing of words into _______ has been from Latin.

In fact, over 50% of today's English words have come from Latin.

For this reason, a student who knows the Latin words which have come into English, will know the English language and better
In many cases, we have words from Anglo-Saxon AND Latin which refer to the same idea.

**EXAMPLE:**

![MOTHER](image)

![MATER](image)

Therefore, it will be very valuable for us to compare Anglo-Saxon and Latin words.

In this way, we will be always LEARNING MORE about the ENGLISH LANGUAGE.

When we BORROW a Latin word and BRING it into English, we USUALLY take ONLY the STEM of the word. (Later we will see how PREFIXES are ADDED to a stem.)

The SUFFIXES that are added to the STEM of a BORROWED Latin word can be SUFFIXES that COME FROM Anglo-Saxon or Latin, or, sometimes, from some OTHER Foreign Language. For the present, we will use only Anglo-Saxon and Latin SUFFIXES.
To begin to LEARN the OLD ENGLISH SUFFIX PATTERNS by which WORDS from ALL PERIODS of English development ARE MADE TO WORK AS ENGLISH WORDS.

FIRST, we take the English NOUN BOY
THEN, we add the NOUN-MAKING ENGLISH SUFFIX -HOOD and we get BOY-HOOD
THUS,

BOY is to BOY-HOOD
AS GIRL is to

EXAMPLE OF USE:
Mr. Jones well remembers his

Using the ADJECTIVE-MAKING suffix -ISH

BOY is to BOY-ISH
AS GIRL is to

EXAMPLE OF USE:
Joan still has a charming smile.

ADD the ADVERB-MAKING suffix -LY

we have

BOYISH is to BOY-ISH-LY
AS GIRLISH is to
EXAMPLE OF USE:
Thomas _______ _______ _______ chose baseball rather than the movie.

OR, ADD the NOUN-MAKING suffix _______ to _______ _______ and we have---

BOYISH is to _______ _______ _______

AS GIRLISH is to _______ _______ _______

EXAMPLE OF USE:
His mother has a sweet _______ _______ _______ about her.

OR, ADD the NOUN-MAKING suffix _______ to a VERB like _______ and we have---

THINK is to _______ _______ _______

AS WORK is to _______ _______ _______

EXAMPLE OF USE:
Though he may not appear so,

Fred is a constant _______ _______ _______
LESSON IV

Through the TECHNIQUE of COPYING, to LEARN
the SPELLING of certain Latin words.

1. SOUND OUT the SYLLABLES given in the first column.

2. COMPOSE each Latin word as given in the second column.
   Compose by printing or writing in the BOX provided.

AM  PUL  LA

CAM  PA  NU  LA

CAN  DE  LA

CA  SA

E  PIS  TU  LA

FE  NES  TRA

IN  SU  LA

JA  NU  A

LU  CER  NA

MEN  SA

AMPULLA

CAMPANULA

CANDELA

CASA

EPISTULA

FENESTRA

INSULA

JANUA

LUCERNA

MENSA
Through the **Technique** of **Copying**, to **Learn**
the **Spelling** of certain Latin words.

1. **Sound Out** the **Syllables** given in the first column.

2. **Compose** each Latin word as given in the second column.
   Compose by printing or writing in the **box** provided.
Through the TECHNIQUE of COPYING, to LEARN
the SPELLING of certain Latin words.

1. SOUND OUT the SYLLABLES given in the first column.

2. COMPOSE each Latin word as given in the second column.
Compose by printing or writing in the BOX provided.
Through the TECHNIQUE of COPYING, to LEARN the SPELLING of certain Latin words.

1. SOUND OUT the SYLLABLES or WORDS given in the first column.
2. COMPOSE each LATIN WORD as given, by writing or printing in the BOX provided.

- IG NIS
- MONS
- NA VIS
- PONS
- SOL
- TUR RIS
- VUL NUS
- P U E R
- A R B O R
- P O R C U S
- E ST
- E ST
- E ST
- E ST
- P E R S O N A
- R E S
- A N I M A L
- I G N I S
- M O N S
- N A V I S
- P O N S
- S O L
- T U R R I S
- V U L N U S
Frames 111-118

PURPOSE
To begin to put your knowledge of English SUFFIXES TO WORK.

NOTE: A few new suffixes will be added.

CODE:
I. NOUN-MAKING SUFFIXES:

-ER
-NESS
-SHIP

II. ADJECTIVE-MAKING SUFFIXES:

-ISH
-EN
-FUL

III. ADVERB-MAKING SUFFIXES:

-LY
-WARD

DIRECTIONS

Of the CHOICES given, CHOOSE the SUFFIX that correctly makes the NOUN, ADJECTIVE, or ADVERB called for by the meaning of the sentence. (READ the CODE)

Mr. Jones is the owner of this house.
And, he does enjoy his owner.
John is now great for his education.
Daily, he thanks his parents greatful.
Tom is a bit imp these days.
He has a bit of his brother's impish.
This is a braw way to act.
Can't you be a bit more respect?
This man is the biggest produc of cattle in the state.
He is present touring Europe for new ideas.
Tim can walk back almost as well as you.
He possesses a certain sure too.
Mine is a pain decision to make.
There is question of the truthful of Tony's statement.
This boy is an outstanding play.
His life will be most event.
Through the technique of COPYING, to BECOME AWARE of the TWO SIGNALS that make up a LATIN NOUN.

1. SOUND OUT the WORDS as given, MAKING AN EFFORT to NOTICE the STEM SIGNAL and the CASE SIGNAL for each word.
2. COMPOSE each word by putting the PROPER SIGNAL in the BOXES provided.

<table>
<thead>
<tr>
<th>stem signal</th>
<th>case signal</th>
<th>stem signal</th>
<th>case signal</th>
<th>stem signal</th>
<th>case signal</th>
<th>stem signal</th>
<th>case signal</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASINA</td>
<td></td>
<td>포르타</td>
<td></td>
<td></td>
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<td>ASINUS</td>
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<td>스틸루스</td>
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<td>SIGNUM</td>
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<td>스커투무</td>
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<td>LUPA</td>
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<td>룩사</td>
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<td>LUPUS</td>
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<td>룩수</td>
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<td>CAELUM</td>
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<td>PORCIA</td>
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<td>캔델아</td>
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<tr>
<td>PORCUS</td>
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<td>페기니아</td>
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<tr>
<td>CALCEAMENTUM</td>
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<td>사기타</td>
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<tr>
<td>AMPULLA</td>
<td></td>
<td>실바</td>
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</tbody>
</table>
PURPOSE
To see how ACCURATE your MASTERY of Latin words has become.
To BECOME AWARE of the SUBJECT and the PREDICATE of a SENTENCE.

DIRECTIONS
Of the CHOICES given, CHOOSE the Latin word that BEST describes the SUBJECT of each SENTENCE
(Circle your choice)
Frames 127-134
To add to your knowledge of ENGLISH SUFFIXES.

PurPOSE

NOTE: A few new suffixes will be added.

CODE:
I. NOUN-MAKING SUFFIXES:
   -NESS
   -DOM
   -TH

II. ADJECTIVE-MAKING SUFFIXES:
   -EN
   -Y
   -SOME

DIRECTIONS
Of the CHOICES given, CHOOSE the SUFFIX that correctly makes the NOUN or ADJECTIVE called for by the meaning of the sentences. (READ THE CODE)

FRAME 127
The bright □ of the sun can be blinding.
The sun itself has a gold □ color.

FRAME 128
The king □ of the mythical king is far away.
I wonder if it is a lone □ place.

FRAME 129
My dog has a very bush □ tail.
Some dogs are not that luck □

FRAME 130
The hunter's face was ash □ colored.
A grow □ of beard covered his face.

FRAME 131
The tall □ of the man impressed the
Yet, he carried a chill □ look.

FRAME 132
Where is that hand □ horse we saw
His swift □ was also impressive.

FRAME 133
The traveler seemed a lone □ person.
He was headed for a hill □ area of the
Can serf □ ever be revived?

Surely, it would be a stick □ business.

STOP! GO TO READER
LESSON VI

Through the TECHNIQUE of COPYING, to LEARN
the SPELLING of certain Latin ACTION WORDS.

1. SOUND OUT the SYLLABLES given in the first column.

2. COMPOSE each Latin word as given in the second column.
   Compose by printing or writing in the BOX provided.
Frames 135-142

PURPOSE

To see how ACCURATE your MASTERY of the THREE DECLENSION SIGNALS is at this point.

DIRECTIONS

Of the CHOICES given, CHOOSE the CASE SIGNAL that properly belongs to each word-stem given here.

(READ THE CODE) Circle your choice.

CASE SIGNAL:
FIRST DECLENSION:
FEMININE GENDER:

CASE SIGNAL:
SECOND DECLENSION:
MASCULINE GENDER:

CASE SIGNAL:
SECOND DECLENSION:
NEUTER GENDER:

(READ THE CODE) Circle your choice.
To see how ACCURATELY you can now IDENTIFY the ENGLISH SUFFIX PATTERNS you have learned thus far.

**DIRECTIONS**
WRITE or PRINT the ENGLISH SUFFIX PATTERN in the BOXES provided.

**FRAMES 143-150**

**PURPOSE**

143.

- **-ish**

- **-ly**

Terry entered the room with a sheepish grin.

Terry's mother looked expectantly at him.

144.

- **-ish**

- **-ward**

"What boyish prank would Terry be engaged in now?" was the question in her mind.

By now Terry was moving backward.

145.

- **-er or -ly**

- **-ly**

His mother quickly looked beyond the boy.

Behind Terry stood a dog. The dog looked friendly enough.

In fact, he looked rather lonesome.

146.

- **-some**

- **-ness**

Now, she understood Terry's sheepishness.

147.

- **-ly**

- **-ful**

"Where did you find that sickly looking dog?"

Terry answered in a mournful manner.

"I found him in the park. He looked so helplessly lost."

148.

- **-ly**

- **-ful**

She looked at Terry in a thoughtful manner.

Encouraged, Terry spoke out: "He needs my friendship."

Terry now heard what warmed his doubtful heart.

"You can keep the lonesome dog until we find the owner."

149.

- **-ship**

- **-ful**

Terry's dog wagged his wavy tail in approval.

150.

- **-some or -er**

- **-y**

STOP! GO TO READER.
LESSON VII

Through the technique of COPYING, to BECOME MORE AWARE of a Latin SENTENCE PATTERN.

PURPOSE

DIRECTIONS

1. SOUND OUT the words of EACH SENTENCE, MAKING AN EFFORT to give the same INTONATION PATTERN with your VOICE which you heard in class.

2. COMPOSE by putting each word of the sentence in the BOXES.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Box 1</th>
<th>Box 2</th>
<th>Box 3</th>
<th>Box 4</th>
<th>Box 5</th>
<th>Box 6</th>
<th>Box 7</th>
<th>Box 8</th>
<th>Box 9</th>
<th>Box 10</th>
<th>Box 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIRCUS AMBULAT.</td>
<td>1.</td>
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<td>PISCIS NATAT.</td>
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<td>PATER SCRIBIT.</td>
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<td>EQUUS CURRIT.</td>
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<td>FRATER DORMIT.</td>
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<td>MENSA STAT.</td>
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<td>FEMINA LEGIT.</td>
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<td>GALLINA SEDET.</td>
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<td>JUVENIS RECITAT.</td>
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<td>EGO LABORO.</td>
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<tr>
<td>AGRICOLA LABORAT.</td>
<td>11.</td>
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</table>
Through the technique of COPYING, to BECOME MORE AWARE of the USE of the various CONJUNCTIONS that you have learned so far in your reader.

1. SOUND OUT the words of each sentence, MAKING AN EFFORT to give the same INTONATION PATTERN with your VOICE which you heard in class. STRESS the conjunctions.

2. COMPOSE by putting each word of the sentences in the BOXES.

1. ANIMAL VEL AMBULAT VEL CURRIT.

2. PISCIS NON AMBULAT SED NATAT.

3. PATER AUT DORMIT AUT SEDET.

4. PATER NON DORMIT DED SEDET.

5. MARIA AUT LEGIT AUT RECITAT.

6. MARIA NON LEGIT SED RECITAT.

7. MARCUS VEL SCRIBIT VEL RECITAT.

8. INFANS NON SCRIBIT SED RECITAT.
Through the technique of COPYING, to BECOME AWARE of the SIX PERSON SIGNALS for Latin VERBS.

1. SOUND OUT each VERB FORM, making an EFFORT to NOTICE the following SIGNALS: 1. STEM 2. CONJUGATION VOWEL 3. TENSE 4. and, especially the PERSON SIGNALS.

2. COMPOSE by putting each signal in the BOXES provided.

3. STUDY the CODE.

CODE: First person singular: -O/-M I
Second person singular: -S YOU
Third person singular: -T HE, SHE, IT
First person plural: -MUS WE
Second person plural: -TIS YOU
Third person plural: -NT THEY

EXAMPLE OF EXERCISE:

NOTE: The stress mark ' will help you find the syllable to be stressed.

1. RÉCITAS

NOTE: The symbol Ø stands for an empty class.

2. PORTÁTIS

NOTE: The symbol Ø stands for an empty class.

3. AMBULO

NOTE: The C.V. -A- is absorbed by the P.S. -Ó in Conjug. One.

4. SÉDOÉ

NOTE: The C.V. in Conjug. Two is -E-

5. VÍDES

6. VÍDÉMUS

EXAMPLE OF EXERCISE:

NOTE: The symbol Ø stands for an empty class.

AMBULAMUS

STEM: AMBUL-

C.V.: -A-
T.S.: -Ø-
P.S.: -MUS

7. STÁNT

8. SEDÉMUS

9. NÁTAT

10. AMBULANT

11. LABÓRO

12. SEDÉTIS
PURPOSE

To begin to LEARN how Latin SUFFIX PATTERNS are used on Latin WORDS and how these words are made TO WORK as ENGLISH WORDS.

DIRECTIONS

WRITE or PRINT your ANSWER in the BOX provided.

READ the CODE.

SUFFIX PATTERNS from LATIN into ENGLISH:

I. NOUN-MAKING SUFFIXES:
   - AL
   - AR
   - ARY

II. ADJECTIVE-MAKING SUFFIXES:
   - AL
   - AR
   - ARY

STEP ONE: TAKE a Latin NOUN like PORTA.

STEP TWO: DROP the CASE SIGNAL -A.

STEP THREE: ADD a SUFFIX like -AL to the PORT-.

AND, you have a NEW WORD: PORTAL.

EXAMPLE OF USE:

That house has a beautiful PORTAL.

OFTEN ENOUGH, ONLY the STEM is used to make an ENGLISH WORD.

There are two ships in the SOL-.

That house has a beautiful LIBR-.

That house has a beautiful sign-.

There are two ships in the PORTAL.

There are two ships in the NAVAL.
Frames 159-167

PURPOSE

To begin to learn HOW
LATIN-BASED WORDS are
PUT TO USE as ENGLISH
WORDS.

DIRECTIONS

Of the CHOICES given,
CHOOSE the SUFFIX that
correctly makes the NOUN
or ADJECTIVE called for by
the meaning of the sentence.

(CIRCLE YOUR CHOICE)

159.

SOL

-AR

-ARY

heat reaches high temperatures.

160.

nav-AL

-AL

- AR

-ARY

The young NAV officer stood at
attention.

161.

libr-ARY

-AL

- AR

-ARY

Every school should have a LIBR

162.

person-AL

-AL

- AR

-ARY

Today, Tommy made a PERSON visit to the museum.

163.

sign-AL

-AL

- AR

-ARY

Did you see the SIGN at the corner?

164.

sign-AL

-AL

- AR

-ARY

The Mayor's visit was a SIGN honor to our school.

165.

insul-AR

-AL

- AR

-ARY

Some ideas are very INSUL.

166.

pecuni-ARY

-AL

- AR

-ARY

John obtained a PECUNI reward
from his father.

167.

monument-AL

-AL

- AR

-ARY

Space travel is a MONUMENT undertaking in our Century.
LESSON VIII

Purpose

Through the technique of COPYPTG, to LEARN the USE of the Latin PREPOSITION IN.

1. SOUND OUT the words of each sentence, giving special NOTICE to the PREPOSITION as it shows the place IN which or ON which a thing is OR an action occurs.
2. COMPOSE by putting each word of the sentence in the BOXES provided.

Lectus: IN CASA stat.

Pecundia: IN MENSÁ sedet.

Pictura: IN LIBRO est.

Turris: IN COLLE videtur.

Arbor: IN MONTE stat.

Animal: IN SILVA currit.

Quid: IN SIGNO sedet?

Quis: IN EQUO sedet?
Through the technique of COPYING, to become AWARE of the CONTRAST between the ABLATIVE CASE SIGNALS of DECLENSIONS ONE, TWO, and THREE.

1. SOUND OUT the words of each PREPOSITIONAL PHRASE, giving special NOTICE to the ABLATIVE CASE SIGNAL of each of the THREE DECLENSIONS.

2. COMPOSE by putting each part of the prepositional phrase in the places provided.
To compose prepositional phrases by choosing the correct form of the ablative case signal for each noun.

Direction: Of the choices given, circle the ablative case signal which properly belongs to each noun.

Note: Macrons have been faded out here.
To compose SENTENCES by choosing the correct form of the NOMINATIVE case signal for the SUBJECT, and the correct form of the ABLATIVE case signal for the noun that is the OBJECT of the PREPOSITION.

Of the choices given, CIRCLE the NOMINATIVE case signal and the ABLATIVE case signal which properly belongs to each noun.
To see how well you have learned the various CONJUNCTIONS that we have had so far in the Reader.

Of the choices given, choose the CONJUNCTION that is called for by the CONTEXT of the sentence. CIRCLE your CHOICE.
To EXPAND your knowledge of English SUFFIXES by adding several more SUFFIXES to your Workbook.

Of the CHOICES given, choose the SUFFIX that correctly makes the NOUN, ADJECTIVE, or ADVERB called for by the meaning of the sentence.

(READ THE CODE)

CODE of SUFFIXES USED:

I. NOUN-MAKING SUFFIXES: -T

II. ADJECTIVE-MAKING SUFFIXES: -WARD -Y -LIKE -LY

III. ADVERB-MAKING SUFFIXES: -WARD

The sculptor produced a very life-like statue.

Does the sun seem to move in a west-ward direction?

Someone just told a like-ly story.

That building rises to a great heigh-ward.

There is a gradual up-trend in prices today.

Can you give me his exact weigh-t?

This food has a cream-t taste.

With a man grinning, John joined the singing.

STOP! GO TO THE READER.
Lesson IX

Purpose

Through the technique of copying, to become aware of the gender pattern for adjectives.

If the noun is masculine gender, the adj. has -us; if the noun is feminine gender, the adj. has -a; if the noun is neuter gender, the adj. has -um.

1. Sound out each word as you copy, paying special attention to the gender pattern of the adjective.

2. Compose each of the nouns and adjectives in the boxes provided.

Composition

Panel XVII

1. Magnus miles
2. Magna navis
3. Magnum brachium
4. Magnus poeta
5. Parvus lectus
6. Parvum caput
7. Parvum vulnus
8. Magnus canis
9. Magnum animal
10. Parvum scutum
11. Parva mensa
12. Parvus gladius
13. Magna corona
14. Parva aqua
15. Parvus filius
16. Magna persona
Through the **Technique** of **copying**, to begin to learn the **Ablative Case** pattern for **Adjectives**.

**Code:** Feminine Form: -a; Masculine & Neuter Form: -o

1. **Sound out** each word of the prepositional phrases, paying a special **Attention** to the Ablative Case Forms of the Adjectives.

2. **Compose** each word of the prepositional phrase in the **Boxes** provided.

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. <strong>In Magno Libro</strong></td>
<td>2. <strong>In Magna Janua</strong></td>
<td>3. <strong>In Magno Signo</strong></td>
<td>4. <strong>In Parvo Fonte</strong></td>
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<tr>
<td><strong>Panels XVIII</strong></td>
<td><strong>Panels XVIII</strong></td>
<td><strong>Panels XVIII</strong></td>
<td><strong>Panels XVIII</strong></td>
</tr>
<tr>
<td>5. <strong>In Magna Anate</strong></td>
<td>6. <strong>In Magno Leone</strong></td>
<td>7. <strong>In Magno Poeta</strong></td>
<td>8. <strong>In Parvo Puer</strong></td>
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<td>9. <strong>In Parva Nave</strong></td>
<td>10. <strong>In Magno Colle</strong></td>
<td>11. <strong>In Parvo Cane</strong></td>
<td>12. <strong>In Magno Animale</strong></td>
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</table>
Frames 213-241

PURPOSE

1. To begin to learn how a SENTENCE is formed.
2. To begin to learn some of the TECHNICAL TERMS that are used in connection with the making of SENTENCES.

DIRECTIONS

PRINT or WRITE your ANSWER in the BOX provided.

A SENTENCE IS MADE UP OF TWO PARTS:
1. a SUBJECT
2. a PREDICATE:

EXAMPLE of SENTENCE:

SUBJECT  
PUella  
PREDICATE  
AMBULAT.

The SUBJECT of a SENTENCE is most OFTEN a N _ _ N

EXAMPLES of NOUNS:
1. PUELLA
2. PUER
3. TIGER
4. NAVIS

The PREDICATE of a SENTENCE MUST HAVE at least A V _ _ B

EXAMPLES of VERBS:
1. SUM
2. EST
3. CURRIT
4. NATAT

IN A LATIN SENTENCE, the SUBJECT and the PREDICATE can have ANY POSITION.

NOTE: This is very different from English.

EXAMPLE of POSITION in a Latin Sent.:

PREDICATE  
LABORAT  
SUBJECT  
AGRicola.

IDENTIFY the Subj. and Pred.:

N _ T _ _  
P _ _ R .
Take the word: PUER. The word is called a NOUN.

Take the word: NATAT. The word is called a VERB.

Put the NOUN and the VERB together:
PUER NATAT.
This is called a SENTENCE.

In a SENTENCE, the NOUN is called the SUBJECT of the SENTENCE.

AND, since a SENTENCE has ONLY two divisions:
the VERB is called the PREDICATE of the SENTENCE.

Take this sentence: ANIMAL AMBULAT.
The noun is the SUBJECT of the SENTENCE.
In the above sentence, the verb AMBULAT is the PREDICATE of the SENTENCE.

Compose a sentence here

Compose a sentence here

Compose a sentence here

Compose a sentence here

Compose a sentence here
A sentence like this: **PUER NATAT** is called a SIMPLE S T

A SIMPLE _ _ N _ _ _ _ may be EXPANDED.

Look at this EXPAND _ _ SENTENCE:

PARVUS puer natat.

The EXPANDING ELEMENT is PARVUS.

PARVUS is called an ADJECTIVE.

So, an ADJECTIVE is a word used to expand a N N

Look at this EXPANDED sentence:

Puer PAULUS natat.

The EXPANDING ELEMENT is _ _ _ _ S.

The WORD Paulus is called a NOUN.

So, a NOUN can be used to EXPAND ANOTHER N _ _

In this sentence: MARIA puella ambulat, the expanding element is the Maria.

In this sentence: PARVA puella ambulat, the expanding element is the parva.

STOP! GO TO THE READER.
Through the technique of COPYING, to BECOME FAMILIAR with the CONJUGATION VOWEL of each of the FOUR regular CONJUGATIONS of the VERB.

1. SOUND OUT each VERB FORM, making an EFFORT to NOTICE the CONJUGATION VOWEL especially.
2. COMPOSE by putting each signal in the BOXES provided.
3. STUDY the CODE. NOTE: Stress markes to help pronunciation.

**CODE for CONJUGATION VOWELS of VERBS:**

<table>
<thead>
<tr>
<th>Conjugation</th>
<th>Vowel</th>
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</thead>
<tbody>
<tr>
<td>1. FIRST CONJUGATION:</td>
<td>A</td>
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<tr>
<td>2. SECOND CONJUGATION:</td>
<td>E</td>
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<tr>
<td>3. THIRD CONJUGATION:</td>
<td>E</td>
</tr>
<tr>
<td>4. FOURTH CONJUGATION</td>
<td>I</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stem</th>
<th>C.V.</th>
<th>T.S.</th>
<th>P.S.</th>
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<tbody>
<tr>
<td>SALTANT</td>
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<td>MOVÉMUS</td>
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<td>ÁGIS</td>
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<td>SCÍO</td>
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<td>VÓLITANT</td>
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<td>RECITAMUS</td>
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</table>
Through the TECHNIQUE of COPYING, to become more sure of the PREPOSITIONS which go with a noun in the ACCUSATIVE CASE.

1. SOUND OUT the following PREPOSITIONAL PHRASES, paying special attention to the CASE of the NOUNS with each preposition.

2. COMPOSE by putting each part of the prepositional phrase in the box provided.

1. AD FONTEM

2. AD CASAM

3. AD TURREM

4. IN NAVEM

5. IN ASINUM

6. IN AQUAM

7. IN SORORE

8. IN PORCO

9. SUPER SOLEM

10. SUPER SIGNUM

11. SUPER IGNEM

12. SUB MONTEM

13. SUB BOVEM

14. SUB SOLEM

15. PROPE SILVAM

16. PROPE PORCUM
To compose PREPOSITIONAL PHRASES by choosing the ACCUSATIVE case signal for each NOUN.

Of the choices given, CIRCLE the ACCUSATIVE CASE SIGNAL for each of the following NOUNS. Read the CODE.

**CODE:** ALL ACC. CASE: Decl. 1 -AM, Decl. 2 -UM, Decl. 3 -EM

- **Frame 242:** AD PORT
  - -AM
  - -UM
  - -EM

- **Frame 243:** SUPER MUND
  - -AM
  - -UM
  - -EM

- **Frame 244:** SUB SIGN
  - -AM
  - -UM
  - -EM

- **Frame 245:** IN ICN
  - -AM
  - -UM
  - -EM

- **Frame 246:** PROPE TURR
  - -AM
  - -UM
  - -EM

- **Frame 247:** IN AMPULL
  - -AM
  - -UM
  - -EM

- **Frame 248:** SUPER MONUMENT
  - -AM
  - -UM
  - -EM

- **Frame 249:** AD NAV
  - -AM
  - -UM
  - -EM

- **Frame 250:** SUB PONT
  - -AM
  - -UM
  - -EM
Frames 251-259

PURPOSE

To compose SENTENCE© by choosing the correct form of the NOMINATIVE case signal for the SUBJECT, and the correct form of the ACCUSATIVE or ABLATIVE case signal for the noun that is the OBJECT of the preposition.

DIRECTIONS

Of the choices given, CIRCLE the NOMINATIVE case signal for the SUBJECT, and the ACCUSATIVE or ABLATIVE case signal for the object of the PREPOSITION.

251.
-Ø -um

252.
-us -am

253.
-us um

254.
-a -ā

255.
-Ø -ā

256.
-a -em

257.
-Ø -ō

258.
-us -ō

259.
-a -am
To begin to learn HOW TO DIAGRAM Latin sentences. To DIAGRAM is to chart out in a line drawing for scientific purposes.

This DIAGRAM represents a SENTENCE.

STUDY the CODE given in the FRAMES BELOW. NOTICE especially the position of the various elements of each DIAGRAM.

POSITION for SUBJECT:

EXAMPLE OF SUBJECT:

POSITION for PREDICATE:

EXAMPLE OF PREDICATE:

POSITION for EXPANSION of SUBJECT:

EXAMPLE OF EXPANDED SUBJECT: (the subject is expanded by a noun)
POSITION for EXPANSION of PREDICATE:

EXAMPLE OF EXPANDED PREDICATE:
(the VERB of the predicate is expanded)
by an ADVERB.

POSITION for EXPANSION of PREDICATE
BY a PREPOSITIONAL PHRASE:

EXAMPLE OF EXPANDED PREDICATE:
(the VERB of the predicate is expanded)
by a PREPOSITIONAL PHRASE.

EXAMPLE OF EXPANDED PREDICATE:
(the PREDICATE NOUN is expanded by)
an ATTRIBUTIVE ADJECTIVE.
PURPOSE

To begin to get PRACTICE in DIAGRAMMING some Latin sentences. ALSO, to learn more about the elements that MAKE-UP a Latin sentence.

DIRECTIONS

At the TOP of each frame, you will find boxes with the TITLES for each element of a sentence. There will be ONE or MORE MODEL sentences in each set of boxes. You are to DIAGRAM each sentence.

THE SUBJECT OF A SENTENCE MAY BE-
1. a NOUN
2. a PRONOUN

NOTE: a PRONOUN is a REPLACEMENT for a noun.

SUBJECT  PREDICATE

1. PAULUS  CURRIT.
2. EGO  CURRO .

THE SUBJECT OF A SENTENCE MAY BE EXPANDED BY-
1. another
2. a number
3. an adjective

EXP. of SUBJ. SUBJECT  PREDICATE

1. ROBERTUS,
2. UNUS
3. PARVUS
1. Puer
2. Puer
3. Puer

Puer ET puella---
Note: If the Subj. is COMPOUND, the verb is pl.

THE PREDICATE OF A SENTENCE MUST HAVE AT LEAST:
1. an INTRANSITIVE

Note: Most INTRANSITIVE take NO OBJECT.

THE PREDICATE OF A SENTENCE MAY CONTAIN:
2. a TRANSITIVE

Note: Every TRANSITIVE VERB DOES take a DIRECT OBJECT. The DIRECT OBJECT MUST be in the ACCUSATIVE.

THE PREDICATE OF A SENTENCE MAY CONTAIN:
3. a LINKING

Note: A LINKING VERB links the Subject to the 1. Predicate N N or 2. Predicate ADJECT

Subject: Puer ET vir
Predicate: AMBULANT.

Subject: Piscis ET anas
Predicate: NATANT.

Note: Ti the Subj. is COMPOUND, the verb is pl.
The predicate of a sentence can be expanded by expanding:

1. the predicate
2. the predicate

The predicate of a sentence may be expanded by:

1. an adverb
2. a prepositional phrase

Stop! Go to the reader.
Lesson XI

Through the technique of COPYING, to COMPOSE SENTENCES which CONTAIN-
1. a TRANSITIVE VERB
2. a DIRECT OBJECT of the TRANSITIVE VERB

1. SOUND OUT the words of EACH sentence, making a special effort to NOTICE which verbs these are that take a DIRECT OBJECT.
2. COMPOSE each sentence by writing each word of the sentence in the BOX provided.

1. TIGER PUERUM TERRET.

2. MATER INFANTEM DEFENDIT.

3. AGRICOLA EQUUM DUCIT.

4. FELES MUREM TERRET.

5. POETA LUNAM SPECTAT.

6. PUELLA EPISTULAM MONSTRAT.

7. SERVUS FENESTRAS SPECTAT.

8. SERPENS INFANTEM TERRET.

9. PATER VIAM MONSTRAT.

10. PUELLA AMPULLAM TRAHIT.

11. BOS AQUAM SPECTAT.

12. VIR ASINUM TRAHIT.

13. MATER PUERUM DUCIT.

14. JUVENIS SOROREM DEFENDIT.

15. INFANS LIBRUM TRAHIT.

16. NUNTIUS SIGNUM LEGIT.
Through the technique of COPYING, to COMPOSE

1. a TRANSITIVE VERB
2. a DIRECT OBJECT of the TR. VB.

1. SOUND OUT the words of EACH sentence, making an EFFORT
to NOTICE especially the ACCUSATIVE CASE Signal on the noun
that is the DIRECT OBJECT of the Tr. Vb.

2. COMPOSE each sentence by writing each word in the box provided.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>DIR. OBJECT</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricola vacCam spectat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miles gladiUm spectat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vir signUM spectat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Servus arborEM spectat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dux exercitUM spectat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Femina rEM spectat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lupus ovEM spectat.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Through the technique of COPYING, to COMPOSE SENTENCES which CONTAIN EXPANDED DIRECT OBJECTS.

NOTE: Each Dir. Obj. will be expanded by a Noun or Adjective.

1. SOUND OUT the words of EACH sentence, making an EFFORT to NOTICE especially the ACCUSATIVE CASE Signals.

2. COMPOSE each sentence by writing each word in the box provided.

3. DIAGRAM each sentence in the DIAGRAM at the right.

1. Hircus parvUM puerUM terret.

2. Canis infantEM, MarcUM, defendit.

3. Maria magnUM canEM ducit.

4. Alfredus sororEM, MariAM defendit.
**PURPOSE**

Through the technique of **COPYING**, to **COMPOSE** a **STORY** in Latin. This story will contain any element of Latin that you have learned so far.

1. **SOUND OUT** each word of the story as you compose.
2. **COMPOSE** by writing in the **SAME BOX** in which the words of the story are written.
3. **NOTICE ESPECIALLY** the **TITLES** on each box.

---

### LESSON XII

**COMPOSITION**

**PANEL XXIV**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CONJUNCTION</th>
<th>SUBJECT</th>
<th>VERB</th>
<th>PRED. NOUN</th>
<th>CONJ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARCUS</td>
<td>ET</td>
<td>MARIA</td>
<td>SUNT</td>
<td>FRATER</td>
<td>ET</td>
</tr>
<tr>
<td>SOROR.</td>
<td>Puer</td>
<td>ET</td>
<td>PUELLA</td>
<td>IN CASA</td>
<td></td>
</tr>
<tr>
<td>HABITANT.</td>
<td>CASA</td>
<td>EST</td>
<td>PARVA</td>
<td>SED PULCHRA.</td>
<td></td>
</tr>
<tr>
<td>CASA</td>
<td>EST</td>
<td>PROPE</td>
<td>SILVAM.</td>
<td>MARCUS</td>
<td>EST</td>
</tr>
<tr>
<td>DISCIPULUS.</td>
<td>MARIA</td>
<td>ETIAM</td>
<td>EST</td>
<td>DISCIPULA.</td>
<td></td>
</tr>
<tr>
<td>(The subject is not expressed)</td>
<td>AD SCHOLAM</td>
<td>AMBULANT</td>
<td>IN SCHOLA.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISCIPULUS</td>
<td>LIBRUM</td>
<td>LEGIT</td>
<td>IN SCHOLA,</td>
<td>MARIA</td>
<td></td>
</tr>
<tr>
<td>LIBRUM</td>
<td>ETIAM</td>
<td>LEGIT</td>
<td>ET</td>
<td>PICTURAM</td>
<td>SPECTAT.</td>
</tr>
</tbody>
</table>
Through the technique of COPYING, to COMPOSE a STORY in Latin. This story will contain any element of Latin that you have learned so far as well as the PLURAL FORMS of some nouns.

1. CHECK the Appendix of your Reader for Numerals and Plurals.
2. SOUND OUT each word of the story as you compose.
3. COMPOSE by writing in the SAME BOX in which the words of the story are written.
4. NOTICE ESPECIALLY the PLURAL FORMS of the Nouns.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>VERB</th>
<th>PRED. NOUN</th>
<th>CONJ.</th>
<th>ADJECTIVE</th>
<th>DIR. OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIR</td>
<td>EST</td>
<td>PATER</td>
<td>ET</td>
<td>DUOS</td>
<td>FILIOS</td>
</tr>
<tr>
<td>CONJ.</td>
<td>ATQUE</td>
<td>DIR. OBJECT</td>
<td>VERB</td>
<td>ADJ.,</td>
<td>SUBJECT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Numeral</td>
<td>FILII</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DUO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FILIAE</td>
<td></td>
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<td></td>
<td>FILIAE</td>
<td></td>
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<td></td>
<td></td>
<td>FILII</td>
<td></td>
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<td></td>
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<td>FILII</td>
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<td>ET</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>ET</td>
<td></td>
</tr>
</tbody>
</table>

63
Through the technique of COPYING, to COMPOSE ENGLISH WORDS based on the addition of ENGLISH SUFFIX PATTERNS which make NOUNS, ADJECTIVES, and ADVERBS. NOTE: as you will see, not every suffix is usable every time.

1. SOUND OUT each word, paying special attention to the KIND of SUFFIXES that make nouns, adjectives, and adverbs. NOTE: the SUFFIX PATTERN will be CAPITALIZED.

2. COMPOSE each word by writing it in the BOX provided.

<table>
<thead>
<tr>
<th>BASE WORD:</th>
<th>CONCRETE NOUN:</th>
<th>ADJECTIVE:</th>
<th>ADVERB:</th>
<th>ABSTRACT NOUN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRUE</td>
<td>truth</td>
<td>truthful</td>
<td>truthfully</td>
<td>truthfulNESS</td>
</tr>
<tr>
<td>WEIGH</td>
<td>weight</td>
<td>weightless</td>
<td>weighty</td>
<td>weightlessness</td>
</tr>
<tr>
<td>THINK</td>
<td>thought</td>
<td>thoughtful</td>
<td>thoughtfully</td>
<td>thoughtfulNESS</td>
</tr>
<tr>
<td>HIGH</td>
<td>height</td>
<td>heightward</td>
<td>heightwardly</td>
<td>heightwardNESS</td>
</tr>
<tr>
<td>SURE</td>
<td>can you find one?</td>
<td>can you find one?</td>
<td>surely</td>
<td>sureNESS</td>
</tr>
<tr>
<td>LIKE</td>
<td>can you find one?</td>
<td>likely</td>
<td>likely</td>
<td>likeNESS</td>
</tr>
<tr>
<td>BACK</td>
<td>can you find one?</td>
<td>backward</td>
<td>backward</td>
<td>backwardNESS</td>
</tr>
</tbody>
</table>

GO TO READER UNIT
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Possible Score</th>
<th>Actual Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td></td>
<td></td>
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<tr>
<td>Lesson 2</td>
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<td>Lesson 3</td>
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<td>Lesson 12</td>
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<tr>
<td>Total Possible</td>
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<td>Total Score</td>
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