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ABSTRACT

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)

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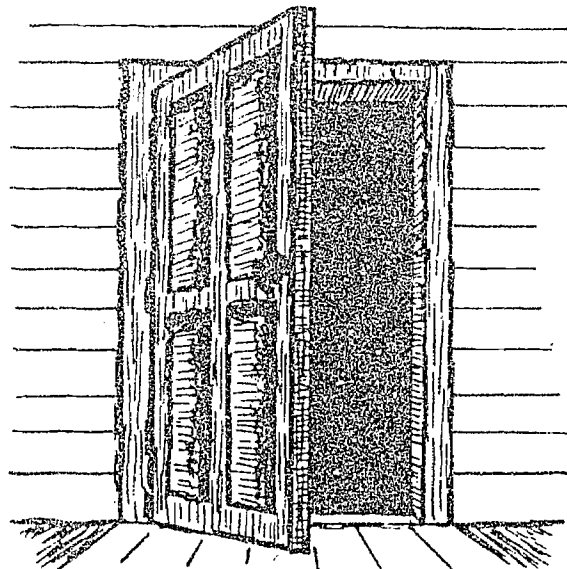
ADVENTURE IN LANGUAGE

through

LATIN

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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First Adventure:

OPENING THE DOOR

RADIO—TV EDITION

By Henry A. Gardocki, S. J.

004159

NAME OF STUDENT _____

SCHOOL _____

ROOM _____

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LESSON I

PURPOSE

To be introduced to this PROGRAMED WORKBOOK.

DIRECTIONS

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.

III.

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.

IV.

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.

V.

WHERE do you write your responses?

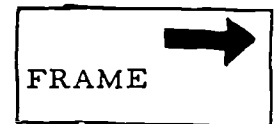
WHEREVER there is a solid line _____

or, a broken line - - - - -

or, a



TO THE RIGHT of each



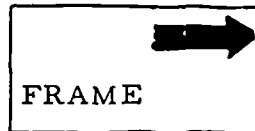
WHERE will you find the EXPECTED RESPONSE against which you are TO CHECK your own response?

TO THE LEFT of each



a

with a number corresponding to each



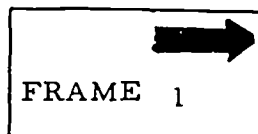
there will be

FRAME NUMBER. The EXPECTED RESPONSE will be there.

VI.

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



on the next page.

FIVE 1.

FRAME 1

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?

letters 2.

FRAME 2

RESPONSE -----

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

Latin 3.

FRAME 3

RESPONSE _____ let

You are BEGINNING THE STUDY of the _____ LANGUAGE.

meaning 4.

FRAME 4

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

persons 5.

FRAME 5

Language is a means of COMMUNICATION between p _____ s .

patterns 6.

FRAME 6

In order for SOUNDS to BECOME a language, they must be put into DEFINITE p a t _____ s .

language 7.

FRAME 7

In learning Latin you will be going through SOMEWHAT the same process as you did in learning your NATIVE L _____ .

five 8.

FRAME 8

The VOWEL SOUNDS of Latin are: a e i o u
In Latin there are _____ vowel sounds.

GO to the next FRAME 9.

FRAME 9

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.

10.
ā ē ī ō ū

FRAME 10

RE-WRITE the following vowels

using a MACRON: a _ e _ i _ o _ u _

11.
GO to the next FRAME

FRAME 11

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.

12.
GO to the next FRAME

FRAME 12

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 silvā.

mea is different in MEANING from meā.

13.
meaning

FRAME 13

THEREFORE, a Latin word WITH a macron will have a DIFFERENCE in USAGE or a

difference in _____ from a word

WITHOUT a MACRON.

14.
same

FRAME 14

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.

15.
w y k


FRAME 15

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) _ _ _

16.
GO to the
next FRAME

FRAME 16 


In Latin writing, you will find the letter c
RATHER THAN the letter k
for this particular SOUND.

17.
GO to the
next FRAME

FRAME 17 


JUST AS IN ENGLISH,
the c sound BEFORE u is WRITTEN qu.

18.
one

FRAME 18 


RULE ONE: EVERY SYLLABLE in a Latin
word MUST CONTAIN
ONE and ONLY VOWEL SOUND.

19.
pu-er

FRAME 19 

DIVIDE the following word into syllables:
puer -

20.
GO to the
next FRAME


FRAME 20 

RULE TWO: A SINGLE CONSONANT goes
with the FOLLOWING VOWEL
when a word is DIVIDED into syllables.

EXAMPLE:

MA	TER
----	-----


21.
ha-bet

FRAME 21 

DIVIDE the following word into syllables:
habet

--	--


22.
a-ni-mal

FRAME 22 

DIVIDE the following word into syllables:
animal

--	--	--


23.
me-mo-ra

FRAME 23 

DIVIDE the following word into syllables:
memora

--	--	--


24.
po-ne-re

FRAME 24 

DIVIDE the following word into syllables:
ponere

--	--	--

25.
o-ne-ra

FRAME 25 

DIVIDE the following word into syllables:
onera

--	--	--

26.
GO to the
next FRAME

→
FRAME 26

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

EXAMPLE:

POR TA

27.
mun-dus

→
FRAME 27

DIVIDE the following word into syllables:

mundus

28.
vac-ca

→
FRAME 28

DIVIDE the following word into syllables:

vacca

29.
ar-ma

→
FRAME 29

DIVIDE the following word into syllables:

arma

30.
es-se

→
FRAME 30

DIVIDE the following word into syllables:

esse

31.
mor-tis

→
FRAME 31

DIVIDE the following word into syllables:

mortis

32.
GO to the
next FRAME

→
FRAME 32

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

33.
pro-pe

→
FRAME 33

DIVIDE the following word into syllables:

prope

34.
la-cri-ma

→
FRAME 34

DIVIDE the following word into syllables:

lacrima

35.
glo-ri-a

FRAME 35

DIVIDE the following word into syllables:

gloria

36.
lo-cu-ples

FRAME 36

DIVIDE the following word into syllables:

locuples

37.
GO to the
next FRAME

FRAME 37

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

EXAMPLE:

SIL VAE

38.
au-tem

FRAME 38

DIVIDE the following word into syllables:

autem

39.
coe-pit

FRAME 39

DIVIDE the following word into syllables:

coepit

40.
ae-ter-nus

FRAME 40

DIVIDE the following word into syllables:

aeternus

41.
pu-el-lae

FRAME 41

DIVIDE the following word into syllables:

puellae

42.
hei-a

FRAME 42

For students following the classical pronunciation.

DIVIDE the following word into syllables:

heia

43.
huic

FRAME 43

DIVIDE the following word into syllables:

huic

44.
eu-o-e

FRAME 44

DIVIDE the following word into syllables:

euae

LESSON II

COMPOSITION

PANEL I

PURPOSE

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

DIRECTIONS

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

IN FANS

INFANS

FI LI US

FILIUS

FI LI A

FILIA

FRA TER

FRATER

SO ROR

SOROR

PU ER

PUER

PU EL LA

PUELLA

VIR GO


VIRGO

JU VE NIS

JUVENIS

FE MI NA

FEMINA


PURPOSE

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


DIRECTIONS

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.

MA TER

M A T E R

PA TER

P A T E R

VIR

V I R

PO E TA

P O E T A

SER VUS

S E R V U S

REX

R E X

RE GI NA

R E G I N A

P A T E R A T Q U E V I R

M A T E R A T Q U E F E M I N A

F R A T E R E T P U E R

Frames 45-53

PURPOSE

To become more aware of the RELATIONSHIP of the Latin words you have studied.

DIRECTIONS

WRITE or PRINT your answer in the BOX at the RIGHT.

45.

frater

FRAME 45

In the SAME FAMILY-

MATER is to PATER,
AS
SOROR is to

46.

filius

FRAME 46

In the SAME FAMILY-

MATER is to FILIA,
AS
PATER is to

47.

puella

FRAME 47

In the MARKET-PLACE-

VIR is to FEMINA
AS
PUER is to

48.

virgo

FRAME 48

In the MARKET-PLACE-

PUER is to PUELLA,
AS
JUVENIS is to

49.

vir

FRAME 49

In the MARKET-PLACE-

POETA is to VIR,
AS
SERVUS is to

50.

mater

FRAME 50

In the HOME-

REX is to REGINA,
AS
PATER is to

51.

puella

FRAME 51

In the GROWING-UP PERIOD-

INFANS is to PUER,
AS
INFANS is to

52.

virgo

FRAME 52

In the GROWING-UP PERIOD-

PUER is to JUVENIS,
AS
PUELLA is to

53.

FRAME 53

In the GROWING-UP PERIOD-

JUVENIS is to VIR,
AS
VIRGO is to

Frames 54-62
PURPOSE

To begin to become
AWARE of the FACT that
there are English words
that derive from the Latin
words.

DIRECTIONS

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

54.
mater

FRAME 54

The ENGLISH WORD (circle your choice)

MATERNAL

is DERIVED from

MATER
PATER
FRATER

55.
ANY CHOICE
of the three

FRAME 55

Example of English USAGE- (circle choice)

Dorothy has a MATERNAL

FEELING
EYE
VIEW

56.
pater

FRAME 56

On the basis of word derivation- (write in box)

MATERNAL is to MATER,
AS
PATER is to

57.
frater

FRAME 57

AND,

PATER is to PATER,
AS
FRATERNAL is to

58.
vir

FRAME 58

AND,
FRATERNAL is to FRATER,
AS
VIRILE is to

59.
filius or
filia

FRAME 59

AND,

VIRILE is to VIR,
AS
FILIAL is to

60.
servus

FRAME 60

AND,

FILIAL is to FILIUS,
AS
SERVILE is to

61.
juvenis

FRAME 61

AND,

SERVILE is to SERVUS,
AS
JUVENILE is to

62.
infans

FRAME 62

AND,

JUVENILE is to JUVENIS,
AS
INFANTILE is to

Frames 63-71
PURPOSE

To begin to become
AWARE of the PATTERNS
BY WHICH NEW English
words are FORMED from
other BASIC ENGLISH
WORDS.

DIRECTIONS

PRINT or WRITE your
ANSWER in the BOX
provided.

63.
girl

FRAME 63

The ENGLISH WORD
BOYHOOD is to BOY,
AS
GIRLHOOD is to

64.
brother

FRAME 64

AND,
SISTERHOOD is to SISTER,
AS
BROTHERHOOD is to

65.
father

FRAME 65

AND,
MOTHERHOOD is to MOTHER,
AS
FATHERHOOD is to

66.
brotherly

FRAME 66

AND,
SISTER is to SISTERLY,
AS
BROTHER is to

67.
motherly

FRAME 67

AND,
FATHER is to FATHERLY,
AS
MOTHER is to

68.
brotherliness

FRAME 68

AND,
SISTER is to SISTERLINESS,
AS
BROTHER is to

69.
motherliness

FRAME 69

AND,
FATHER is to FATHERLINESS,
AS
MOTHER is to

70.
sisterless

FRAME 70

AND,
BROTHER is to BROTHERLESS,
AS
SISTER is to

71.
fatherless


FRAME 71

AND,
MOTHER is to MOTHERLESS,
AS
FATHER is to



LESSON III

COMPOSITION
PANEL III


PURPOSE

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


DIRECTIONS

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.

GAL LUS

GALLUS

POR CUS

PORCUS

E QU US

EQUUS

A SI NUS

ASINUS

LU PUS

LUPUS

CU NI CU LUS

CUNICULUS

E LE PHAN TUS

ELEPHANTUS

VAC CA

VACCA

GAL LI NA


GALLINA

BOS

BOS


 PURPOSE

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


 DIRECTIONS

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.

CA NIS

CANIS

A VIS

AVIS

PIS CIS

PISCIS

O VIS

OVIS

FE LES

FELES

MUS

MUS

AN SER

ANSER

A NAS

ANAS


LE O

LEO

GER

TIGER


 PURPOSE


 DIRECTIONS

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.

ASINUS	AUT	ASINA			
PORCUS	AUT	PORCA			
EQUUS	AUT	EQUUA			
LUPUS	VEL	LUPA			
GALLUS	VEL	GALLINA			
CUNICULUS	VEL	CUNICULA			
ELEPHANTUS	ATQUE	ELEPHANTA			
SERVUS	ET	SERVA			
FILIUS	AN	FILIA			
AMERICANUS	AN	AMERICANA			

Frames 72-80
PURPOSE

To begin to become aware
of the SUFFIX PATTERN
-INE BY WHICH Latin
words are brought
into ENGLISH.

DIRECTIONS

PRINT or WRITE your
ANSWER in the BOX
provided.

MEANING of -INE (OF) EXAMPLE: CANINE; (of a dog).

72.
canis

FRAME 72

The ENGLISH WORD
asinINE is to ASINUS,
AS
canINE is to

73.
equus

FRAME 73

AND,
bovine is to BOS,
AS
equINE is to

74.
feles

FRAME 74

AND,
lupINE is to LUPUS,
AS
felINE is to

75.
vacca

FRAME 75

AND,
porcINE is to PORCUS,
AS
vaccINE is to

76.
tigris

FRAME 76

AND,
leonINE is to LEO,
AS
tigrINE is to

77.
elephantus

FRAME 77

AND,
ovINE is to OVIS,
AS
elephantINE is to

78.
mus

FRAME 78

AND,
piscINE is to PISCIS,
AS
murINE is to

79.
femina

FRAME 79

AND,
anserINE is to ANSER,
AS
feminINE is to

80.
ANY CHOICE
of the three

FRAME 80

Example of English USAGE- (circle choice)
John's grandfather had
a LEONINE

FACE
WALK
MANNER



Frames 81-89
PURPOSE

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

DIRECTIONS

PRINT or WRITE your ANSWER in the BOX provided.

81.
GO to the next FRAME

FRAME 81

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.

82.
probably YES

FRAME 82

THE ANSWER to the question in Frame 81 IS

83.
patterns

FRAME 83

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.

PAT _____

84.
meaning

FRAME 84

BUT: THE OTHER DIVISION of a word, (as in Frames 63 to 71 and 72 to 80), is BASED

on PATTERNS which CONVEY

MEAN _____

85.
GO to the next FRAME

FRAME 85

The PATTERNS in words which CONVEY MEANING are called the STEM of the word.

(Some English books call this the BASE.)

86.
meaning

FRAME 86

The STEM of a word carries the BASIC

M _____

of the WORD.

EXAMPLE: Lat.,

CAN-

Eng.,

DOG-

87.
GO to the next FRAME

FRAME 87

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

EXAMPLE:

DOG-LIKE

FRAME 88

In the WORD,

DOG- L _ _ _

The PATTERN,

-LIKE

is called a SUFFIX.

88.
dog-like

FRAME 89

In the WORD,

CAN- -INE

The PATTERN,

-I _ _

is called a SUFFIX.

89.
-ine

FRAME 90

A SUFFIX IS A SOUND PATTERN ADDED TO THE BACK PART OF A STEM OF A WORD

AND CARRIES

90.
meaning

FRAME 91

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)

91.
GO to the next FRAME

FRAME 92

In the course of the PAST 1500 years, THOUSANDS of WORDS have been BORROWED FROM many languages and are NOW

E _____ WORDS.

92.
English

FRAME 93

The GREATEST BORROWING of words

INTO

has been FROM LATIN.

93.
English

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

FRAME 94

FOR THIS REASON, a student, who knows the Latin words which have come into English,

WILL KNOW the BETTER

E _____

LANGUAGE and better

94.
English

FRAME 95

In many cases, we have words from Anglo-Saxon AND Latin which refer to the S _ M _ idea.

EXAMPLE:

MOTHER

MATER

95.
same

FRAME 96

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

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

FRAME 97

When we BORROW a Latin word and BRING it into English, we USUALLY take ONLY the STEM of the W _ _ _ _

FRAME 98

THEN, we USUALLY add a SUFFIX to this S _ _ _ _. (Later we will see how PREFIXES are ADDED to a stem.)

FRAME 99

The SUFFIXES that are added to the _ _ _ M 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.

96.
Latin

97.
word

98.
stem

99.
stem

FRAME 100
NEXT PAGE

Frames 100-110
PURPOSE

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.

DIRECTIONS

WRITE or PRINT your ANSWER in the BOX provided.

100.
GO to the next FRAME

FRAME 100

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

101.
girl-hood

FRAME 101

THUS,
BOY is to **BOY- -HOOD**

AS
GIRL is to

102.
boy-hood

FRAME 102

EXAMPLE OF USE:
Mr. Jones well remembers his

103.
girl-ish

FRAME 103

Using the ADJECTIVE-MAKING suffix **-ISH**
BOY is to **BOY- -ISH**

AS
GIRL is to

104.
girl-ish

FRAME 104

EXAMPLE OF USE:
Joan still has a charming smile.

105.
girl-ish-ly

FRAME 105

ADD the ADVERB-MAKING suffix **-LY**
we have-
BOYISH is to **BOY- -ISH- -LY**


AS
GIRLISH is to

106.
boy-ish-ly

FRAME  106

EXAMPLE OF USE:

Thomas chose
baseball rather than the movie.

FRAME  107


OR, ADD the NOUN-MAKING suffix -NESS

to BOY- -ISH- and we have-

BOYISH is to BOY- -ISH- -NESS

AS
GIRLISH is to

107.
girl-ish-ness


FRAME  108

EXAMPLE OF USE:

His mother has a sweet

about her.

108.
girl-ish-ness

FRAME  109


OR, ADD the NOUN-MAKING suffix -ER

to a VERB like THINK and we have-

THINK is to THINK- -ER

AS
WORK is to

109.
work-er

FRAME  110

EXAMPLE OF USE:

Though he may not appear so,

Fred is a constant


110.
Either-
think-er or
work-er

LESSON IV

COMPOSITION
PANEL VI

 PURPOSE

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

 DIRECTIONS

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

A M P U L L A

CAM PA NU LA

CAMPANULA

CAN DE LA

CANDELA

CA SA

CASA

E PIS TU LA

EPISTULA

FE NES TRA

FENESTRA

IN SU LA

INSULA

JA NU A


JANUA

LU CER NA


LUCERNA

MEN SA

MENSA


PURPOSE

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


DIRECTIONS

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.

PE CU NI A

PECUNIA

PIC TU RA

PICTURA

POR TA

PORTA

SA GIT TA

SAGITTA

SIL VA

SILVA

CAR RUS

CARRUS

CUR RUS

CURRUS

GLA DI US

GLADIUS

LEC TUS


LECTUS

MUN DUS

MUNDUS


PURPOSE

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


DIRECTIONS

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.

STI LUS

STILUS

UR SUS

URSUS

LI BER

LIBER

CAL CE A MEN TUM

CALCEAMEN-
TUM

MO NU MEN TUM

MONUMENTUM

SCU TUM

SCUTUM

SIG NUM

SIGNUM

AR BOR

ARBOR

COL LIS

COLLIS

FONS

FONS

➔
PURPOSE

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

➔
DIRECTIONS

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

IGNIS

MONS

MONS

NA VIS

NAVIS

PONS

PONS

SOL

SOL

TUR RIS

TURRIS

VUL NUS

VULNUS

PUER

EST

PERSONA

ARBOR

EST

RES

PORCUS

EST

ANIMAL

Frames 111-118
PURPOSE →

To begin to put your know-
 ledge of English SUFFIXES
 TO WORK.

→
DIRECTIONS

Of the CHOICES given,
 CHOOSE the SUFFIX that
 correctly makes the NOUN,
 ADJECTIVE, or ADVERB

NOTE: A few new suffixes will be added.

called for by the meaning of the sentence.
 (READ the CODE)

CODE:

I.
 NOUN-MAKING
 SUFFIXES: → **-ER
 -NESS
 -SHIP**

II.
 ADJECTIVE-MAKING
 SUFFIXES: → **-ISH
 -EN
 -FUL**

III.
 ADVERB-MAKING
 SUFFIXES: → **-LY
 -WARD**

111.
 -er
 -ship

→
 FRAME 111

Mr. Jones is the own of this house.

And, he does enjoy his owner .

112.
 -ful
 -ly

→
 FRAME 112

John is now great for his education.

Daily, he thanks his parents greatful .

113.
 -ish
 -ness

→
 FRAME 113

Tom is a bit imp these days.

He has a bit of his brother's impish .

114.
 -en
 -ful

→
 FRAME 114

This is a braz way to act.

Can't you be a bit more respect ?

115.
 -er
 -ly

→
 FRAME 115

This man is the biggest produc
 of cattle in the state.

He is present touring Europe for
 new ideas.

116.
 -ward
 -ness

→
 FRAME 116

Tim can walk back almost as well
 as you.

He possesses a certain sure too.

117.
 -ful
 -ness

→
 FRAME 117

Mine is a pain decision to make.

There is question of the truthful of
 Tony's statement.

118.
 -er
 -ful

→
 FRAME 118

This boy is an outstanding play .

His life will be most event .

LESSON V

COMPOSITION

PANEL X

PURPOSE

DIRECTIONS

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.

stem signal	case signal	stem signal	case signal	stem signal	case signal	stem signal	case signal
ASIN	A			PORT	A		
ASIN	US			STIL	US		
SIGN	UM			SCUT	UM		
LUP	A			URS	A		
LUP	US			URS	US		
CAEL	UM			MONUMENT	UM		
PORC	A			CANDEL	A		
PORC	US			PECUNI	A		
CALCEAMENT	UM			SAGITT	A		
AMPULL	A			SILV	A		

Frames 119-126

PURPOSE

To see how ACCURATE your MASTERY of Latin words has become.

DIRECTIONS

Of the CHOICES given, CHOOSE the Latin word that BEST describes the SUBJECT of each SENTENCE

To BECOME AWARE of the SUBJECT and the PREDICATE of a SENTENCE.

(Circle your choice)

		SUBJECT	VERB	PREDICATE
119. persona	FRAME 119	SERVUS	EST	ANIMAL. PERSONA. RES.
120. animal	FRAME 120	FELES	EST	ANIMAL. PERSONA. RES.
121. res	FRAME 121	LIBER	EST	ANIMAL. PERSONA. RES.
122. puella	FRAME 122	MARIA	EST	PUER. PUELLA. REX.
123. puer	FRAME 123	MARCUS	EST	PUER. PUELLA. REGINA.
124. vir	FRAME 124	POETA	EST	MUS. TIGER. VIR.
125. animal	FRAME 125	LUPUS	EST	JUVENIS. ANIMAL. LUCERNA.
126. res	FRAME 126	SILVA	EST	INFANS. BOS. RES.

Frames 127-134
PURPOSE

To add to your knowledge of ENGLISH SUFFIXES.

DIRECTIONS

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

the meaning of the sentence.
(READ THE CODE)

NOTE: A few new suffixes will be added.

CODE:

I. NOUN-MAKING SUFFIXES:

-NESS
-DOM
-TH

II. ADJECTIVE-MAKING SUFFIXES:

-EN
-Y
-SOME

127.
-ness
-en

FRAME 127

The bright [] of the sun can be blinding.

128.
-dom
-some

FRAME 128

The king [] of the mythical king is far away.

129.
-y
-y

FRAME 129

I wonder if it is a lone [] place.

130.
-en
-th

FRAME 130

My dog has a very bush [] tail.

131.
-ness
-y

FRAME 131

Some dogs are not that luck []

132.
-some
-ness

FRAME 132

The hunter's face was ash [] colored.

133.
-some
-y

FRAME 133

A grow [] of beard covered his face.

134.
-dom
-y

FRAME 134

The tall [] of the man impressed the native.

Yet, he carried a chill [] look.

Where is that hand [] horse we saw yesterday?

His swift [] was also impressive.

The traveler seemed a lone [] person.


He was headed for a hill [] area of the country.

Can serf [] ever be revived?

Surely, it would be a stick [] business.

LESSON VI

COMPOSITION
PANEL XI


PURPOSE

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


DIRECTIONS

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 BU LAT

A M B U L A T

CUR RIT

C U R R I T

DOR MIT

D O R M I T

LE GIT

L E G I T

NA TAT

N A T A T

RE CI TAT

R E C I T A T

SCRI BIT


S C R I B I T

SE DET

S E D E T

STAT

S T A T

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.

CODE:

CASE SIGNAL:
 FIRST DECLENSION:
 FEMININE GENDER: -A

CASE SIGNAL:
 SECOND DECLENSION:
 MASCULINE GENDER: -US
 NEUTER GENDER: -UM

<input type="checkbox"/> -a	135.	<input checked="" type="checkbox"/> FRAME	135	<input type="checkbox"/> PORT-	<input type="checkbox"/> -A <input type="checkbox"/> -US <input type="checkbox"/> -UM
<input type="checkbox"/> -us	136.	<input checked="" type="checkbox"/> FRAME	136	<input type="checkbox"/> MUND-	<input type="checkbox"/> -A <input type="checkbox"/> -US <input type="checkbox"/> -UM
<input type="checkbox"/> -um	137.	<input checked="" type="checkbox"/> FRAME	137	<input type="checkbox"/> SCUT-	<input type="checkbox"/> -A <input type="checkbox"/> -US <input type="checkbox"/> -UM
<input type="checkbox"/> -us	138.	<input checked="" type="checkbox"/> FRAME	138	<input type="checkbox"/> SERV-	<input type="checkbox"/> -A <input type="checkbox"/> -US <input type="checkbox"/> -UM
<input type="checkbox"/> -a	139.	<input checked="" type="checkbox"/> FRAME	139	<input type="checkbox"/> REGIN-	<input type="checkbox"/> -A <input type="checkbox"/> -US <input type="checkbox"/> -UM
<input type="checkbox"/> -a	140.	<input checked="" type="checkbox"/> FRAME	140	<input type="checkbox"/> FEMIN-	<input type="checkbox"/> -A <input type="checkbox"/> -US <input type="checkbox"/> -UM
<input type="checkbox"/> -us	141.	<input checked="" type="checkbox"/> FRAME	141	<input type="checkbox"/> LUP-	<input type="checkbox"/> -A <input type="checkbox"/> -US <input type="checkbox"/> -UM
<input type="checkbox"/> -um	142.	<input checked="" type="checkbox"/> FRAME	142	<input type="checkbox"/> SIGN-	<input type="checkbox"/> -A <input type="checkbox"/> -US <input type="checkbox"/> -UM

Frames 143-150

PURPOSE

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.

143.
-ish
-ly

FRAME 143

Terry entered the room with a sheepish grin.

144.
-ish
-ward

FRAME 144

Terry's mother looked expectantly at him.

"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

FRAME 145

His mother quickly looked beyond the boy.

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

146.
-some
-ness

FRAME 146

In fact, he looked rather lonesome.

Now, she understood Terry's sheepishness.

147.
-ly
-ful

FRAME 147

"Where did you find that sickly looking dog?"

Terry answered in a mournful manner.

148.
-ly
-ful

FRAME 148

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

She looked at Terry in a thoughtful manner.

149.
-ship
-ful

FRAME 149

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

Terry now heard what warmed his doubtful heart.

150.
-some or -er
-y


FRAME 150

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


Terry's dog wagged his wavy tail in approval.

LESSON VII

COMPOSITION
PANEL XII


PURPOSE

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


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.

1. HIRCUS AMBULAT.



1.

2. PISCIS NATAT.

2.

3. PATER SCRIBIT.

3.

4. EQUUS CURRIT.

4.

5. FRATER DORMIT.

5.

6. MENSA STAT.

6.

7. FEMINA LEGIT.

7.

8. GALLINA SEDET.

8.

9. JUVENIS RECITAT.


9.

10. EGO LABORO.

10.

11. AGRICOLA LABORAT.

11.


PURPOSE

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.


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. 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.

--	--	--	--	--

PURPOSE →

Through the technique of **COPYING**, to **BECOME AWARE** of the **SIX PERSON SIGNALS** for Latin **VERBS**.

DIRECTIONS →

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	ENGLISH COUNTERPART ←
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: →

AMBULAMUS

STEM: AMBUL-	C. V. -A-	T. S. -Ø-	P. S. -MUS
------------------------	---------------------	---------------------	----------------------

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

1. **RÉCITAS**

NOTE: The symbol Ø stands for an empty class.

--	--	--	--

--	--	--

7. **STÁNT**

--	--	--	--

--	--	--

2. **PORTÁTIS**

--	--	--	--

--	--	--

8. **SEDÉMUS**

--	--	--	--

--	--	--

3. **ÁMBULO**

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

--	--	--	--

-Ø.		
-----	--	--

9. **NÁTAT**

--	--	--	--

--	--	--

4. **SEDÉO**

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

--	--	--	--

--	--	--

10. **ÁMBULANT**

--	--	--	--

--	--	--

5. **VÍDES**

--	--	--	--

--	--	--

11. **LABÓRO**

--	--	--	--

--	--	--

6. **VIDÉMUS**

--	--	--	--

--	--	--

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:

CODE:

I. NOUN-MAKING SUFFIXES:

- AL
- AR
- ARY

II. ADJECTIVE-MAKING SUFFIXES:

- AL
- AR
- ARY

151. GO to the next FRAME

FRAME 151

STEP ONE: TAKE a Latin NOUN like

PORTA

152. stem

FRAME 152

STEP TWO: DROP the CASE SIGNAL

-A

Now, you have the S ___ of the noun.

S ___

153. stem

FRAME 153

STEP THREE: ADD a SUFFIX like

-AL

to the

PORT-

AND, you have a NEW WORD: PORTAL

154. portal

FRAME 154

EXAMPLE OF USE:

That house has a beautiful

P _ _ _ _ L

155. port

FRAME 155

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

There are two ships in the

P _ _ T

156. sol-ar
insul-ar

FRAME 156

SOL- is to

___ -AR

AS

INSUL- is to

___ -AR

157. libr-ary
pecuni-ary

FRAME 157

LIBR- is to

___ -ARY

AS

PECUNI- is to

___ -ARY

158. sign-al
nav-al

FRAME 158

SIGN- is to

___ -AL

AS

NAV- is to

___ -AL

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

FRAME 159

SOL
-AL
-AR
-ARY

heat reaches high temperatures.

160.
nav-AL

FRAME 160

The young NAV

-AL
-AR
-ARY

officer stood at
attention.

161.
libr-ARY

FRAME 161

Every school should have a LIBR

-AL
-AR
-ARY

162.
person-AL

FRAME 162

Today, Tommy made a PERSON
visit to the museum.

-AL
-AR
-ARY

163.
sign-AL

FRAME 163

Did you see the SIGN

-AL
-AR
-ARY

at the corner?

164.
sign-AL

FRAME 164

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

-AL
-AR
-ARY

165.
insul-AR

FRAME 165

Some ideas are very INSUL

-AL
-AR
-ARY

166.
pecuni-ARY

FRAME 166

John obtained a PECUNI
reward
from his father.

-AL
-AR
-ARY

167.
monument-AL

FRAME 167

Space travel is a MONUMENT
undertaking in our Century.

-AL
-AR
-ARY

LESSON VIII

COMPOSITION

PANEL XV

PURPOSE

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


DIRECTIONS

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.			
Pecunia	IN MENS	sedet.			
Pictura	IN LIBR	est.			
Turris	IN COLLE	videtur.			
Arbor	IN MONTE	stat.			
Animal	IN SILV	currit.			
Quid	IN SIGN	sedet?			
Quis	IN EQU	sedet?			


 PURPOSE

Through the technique of **COPYING**, to become **AWARE** of the **CONTRAST** between the **ABLATIVE CASE SIGNALS** of **DECLENSIONS ONE, TWO, and THREE.**


 DIRECTIONS

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.

1. in mens-	-Ā			9. in leon-	-E		
2. in lup-	-Ō			10. in mur-	-E		
3. in nav-	-E			11. in agricol-	-Ā		
4. in capit-	-E			12. in curr-	-Ō		
5. in clav-	-E			13. in infant-	-E		
6. in coron-	-Ā			14. in virgin-	-E		
7. in monument-	-Ō			15. in juven-	-E		
8. in asin-	-Ō			16. in cael-	-Ō		

Frames 168-176
PURPOSE


To compose PREPOSITIONAL PHRASES by choosing the correct form of the Ablative CASE SIGNAL for each noun.

DIRECTIONS

Of the choices given, CIRCLE the ABLATIVE CASE SIGNAL which properly belongs to each noun.

NOTE: Macrons have been faded out here.










168. -A	FRAME 168	IN PICTUR -A -O -E
169. -A	FRAME 169	IN AMPULL -A -O -E
170. -O	FRAME 170	IN MUND -A -O -E
171. -O	FRAME 171	IN SIGN -A -O -E
172. -O	FRAME 172	IN MONUMENT -A -O -E
173. -E	FRAME 173	IN SOL -A -O -E
174. -E	FRAME 174	IN MONT -A -O -E
175. -E	FRAME 175	IN FONT -A -O -E
176. -A	FRAME 176	IN PERSON -A -O -E

Frames 177-195

PURPOSE

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.


DIRECTIONS

Of the choices given, CIRCLE the NOMINATIVE case signal and the ABLATIVE case signal which properly belongs to each noun.

177. -A -A	FRAME 177 	PUELL	-A -US -UM -Ø	IN SELL	-A -O -E	SEDET.
178. -US -A	FRAME 178 	EQU	-A -US -UM -Ø	IN VI	-A -O -E	AMBULAT.
179. -UM -A	FRAME 179 	SIGN	-A -US -UM -Ø	IN VI	-A -O -E	STAT.
180. -Ø -E	FRAME 180 	PATER	-A -US -UM -Ø	IN COLL	-A -O -E	STAT.
181. -Ø -O	FRAME 181 	MUS	-A -US -UM -Ø	IN LECT	-A -O -E	DORMIT.
182. -US -A	FRAME 182 	PORC	-A -US -UM	IN AQU	-A -O -E	NATAT.
183. -Ø -E	FRAME 183 	LEO	-A -US -UM -Ø	IN MONT	-A -O -E	CURRIT.
184. -Ø -O	FRAME 184 	SOL	-A -US -UM -Ø	IN CAEL	-A -O -E	EST.
185. -Ø -A	FRAME 185 	FRATER	-A -US -UM -Ø	IN FAMILI	-A -O -E	EST.

186. -A -E	FRAME 186 →	POET	-A -US -UM -∅	IN COLL	-A -O -E	STAT.
187. -US -A	FRAME 187 →	GALL	-A -US -UM -∅	IN INSUL	-A -O -E	CURRIT.
188. -∅ -O	FRAME 188 →	ANAS	-A -US -UM -∅	IN SIGN	-A -O -E	SEDET.
189. -US -E	FRAME 189 →	CARR	-A -US -UM -∅	IN VI	-A -O -E	STAT.
190. -UM -E	FRAME 190 →	MONUMENT	-A -US -UM -∅	IN MONT	-A -O -E	STAT.
191. -∅ -E	FRAME 191 →	AVIS	-A -US -UM -∅	IN ARBOR	-A -O -E	SEDET.
192q -US -A	FRAME 192 →	LUP	-A -US -UM -∅	IN SILV	-A -O -E	AMBULAT.
193. -A -A	FRAME 193 →	REGIN	-A -US -UM -∅	IN SELL	-A -O -E	SEDET.
194. -∅ -E	FRAME 194 →	MILES	-A -US -UM -∅	IN TURR	-A -O -E	EST.
195. -US -E	FRAME 195 →	REM	-A -US -UM -∅	IN NAV	-A -O -E	VIDETUR.

Frames 196-204

PURPOSE

To see how well you have learned the various CONJUNCTIONS that we have had so far in the Reader.

DIRECTIONS

Of the choices given, choose the CONJUNCTION that is called for by the CONTEXT of the sentence. CIRCLE your CHOICE.

196.
et

FRAME 196

ET MATER
SUNT.

ET
AUT
VEL

PATER IN CASA

197.
aut

FRAME 197

ANIMAL EST
ASINUS.

AUT
VEL
SED

AUT EQUUS

198.
vel

FRAME 198

PUER EST
NATAT.

AUT
SED
VEL

PUER. FILIUS

199.
vel

FRAME 199

VEL ANAS
NATAT.

AN
VEL
SED

ANSER IN AQUA

200.
vel

FRAME 200

EGO SUM
VIDETUR.

AUT
VEL
SED

POETA. VIR

201.
sed

FRAME 201

NON LEO
VIDETUR.

AN
VEL
SED

TIGER IN PICTURA

202.
an

FRAME 202

ESTNE SOL

ET
AN
AUT

LUNA IN CAELO?

203.
vel

FRAME 203

HIRCUS VEL
MONTE AMBULAT.

SED
VEL
ET

IN COLLE

204.
sed

FRAME 204

NON CANIS
VIDETUR.

VEL
SED
ET

LUPUS IN SILVA

Frames 205-212

PURPOSE

To EXPAND your knowledge of English SUFFIXES by adding several more SUFFIXES to your Workbook.

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)

CODE of SUFFIXES USED:

I. NOUN-MAKING SUFFIXES:

-T

II. ADJECTIVE-MAKING SUFFIXES:

-WARD -Y
-LIKE -LY

III. ADVERB-MAKING SUFFIXES:

-WARD

205.
-like

FRAME 205

The sculptor produced a very life statue.

206.
-ward

FRAME 206

Does the sun seem to move in a west direction?

207.
-ly

FRAME 207

Someone just told a like story.

208.
-t

FRAME 208

That building rises to a great height.

209.
-ward

FRAME 209

There is a gradual upward trend in prices today.

210.
-t

FRAME 210

Can you give me his exact weight?

211.
-y

FRAME 211

This food has a creamy taste.


212.
-ly

FRAME 212

With a manly grin, John joined the singing.

LESSON IX

COMPOSITION
PANEL XVII


PURPOSE


DIRECTIONS

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.

- SOUND OUT each word as you copy, paying special attention to the GENDER PATTERN of the ADJECTIVE.
- COMPOSE each of the nouns and adjectives in the BOXES provided.

1. MAGNUS MILES

--	--

2. MAGNA NAVIS

--	--

3. MAGNUM BRACCHIUM

--	--

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

--	--


PURPOSE

Through the TECHNIQUE of COPYING, to begin to learn the ABLATIVE CASE pattern for ADJECTIVES.


DIRECTIONS

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.

1. IN MAGNO LIBRO

--	--	--

9. IN PARVA NAVE

--	--	--

2. IN MAGNA JANUA

--	--	--

10. IN MAGNO COLLE

--	--	--

3. IN MAGNO SIGNO

--	--	--

11. IN PARVO CANE

--	--	--

4. IN PARVO FONTE

--	--	--

12. IN MAGNO ANIMALE

--	--	--

5. IN MAGNA ANATE

--	--	--

13. IN PARVA AVE

--	--	--

6. IN MAGNO LEONE

--	--	--

14. IN MAGNO REGE

--	--	--

7. IN MAGNO POETA

--	--	--

15. IN PARVO VULNERE

--	--	--

8. IN PARVO PUERO

--	--	--

16. IN MAGNO VIRO

--	--	--

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.

213.
GO to the next FRAME

FRAME 213

A SENTENCE IS MADE UP OF TWO PARTS:

1. a SUBJECT
2. a PREDICATE

214.
GO to the next FRAME

FRAME 214

EXAMPLE of SENTENCE:

SUBJECT	PREDICATE
PUELLA	AMBULAT.

215.
noun

FRAME 215

The SUBJECT of a SENTENCE is most OFTEN a

N _ _ N

216.
GO to the next FRAME

FRAME 216

EXAMPLES of NOUNS:

NOUNS

1. PUELLA
2. PUER
3. TIGER
4. NAVIS

217.
verb

FRAME 217

The PREDICATE of a SENTENCE MUST HAVE at least A

V _ _ B

218.
GO to the next FRAME

FRAME 218

EXAMPLES of VERBS:

VERBS

1. SUM
2. EST
3. CURRIT
4. NATAT

219.
GO to the next FRAME

FRAME 219

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

NOTE: This is very different from English.

220.
GO to the next FRAME

FRAME 220

EXAMPLE of POSITION in a Latin Sent.:

PREDICATE	SUBJECT
LABORAT	AGRICOLA.

221.
Pred. : natat
Subj. : Puer

FRAME 221

IDENTIFY the Subj. and Pred.:

N _ T _ _	P _ _ R .
-----------	-----------

222.
puer

FRAME →
222

Take the word: **PUER**. The word
is called a NOUN.

P _ _ _

223.
natat

FRAME →
223

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

N _ _ _ T

224.
GO to the
next FRAME

FRAME →
224

Put the NOUN and the VERB together:

PUER NATAT.

This is called a SENTENCE.

225.
puer

FRAME →
225

In a SENTENCE, the NOUN

P _ _ _

is called the SUBJECT of the SENTENCE.

226.
1. subject
2. predicate

FRAME →
226

AND, since a SENTENCE has ONLY two
divisions:

1.
s _ _ _ _ _

and

2.
p _ _ _ _ _

227.
natat

FRAME →
227

the VERB

N _ T _ _

is called the

PREDICATE of the SENTENCE.

228.
animal

FRAME →
228

Take this sentence: **ANIMAL AMBULAT.**

The noun
the

A _ _ _ _ L

is the SUBJECT of
SENTENCE.

229.
predicate

FRAME →
229

In the above sentence, the verb **AMBULAT** is
the

p _ _ _ _ a t e

of the SENTENCE.

SUBJECT	PREDICATE
any noun you have learned	any intr. verb you have learned

FRAME →
230

Compose a
sentence
here →

SUBJECT	PREDICATE

SUBJECT	PREDICATE
any noun you have learned	any intr. verb you have learned

FRAME →
231

Compose a
sentence
here →

SUBJECT	PREDICATE

232.
sentence

FRAME 232

A sentence like this: PUER NATAT,
is called a SIMPLE

S _ _ T _ _ _

233.
sentence

FRAME 233

A SIMPLE _ _ N _ _ _ _ MAY BE
EXPANDED.

_ _ N _ _ _ _

234.
expanded

FRAME 234

Look at this EXPAND _ _ SENTENCE:
PARVUS puer natat.

EXPAND _ _

235.
GO to the
next FRAME

FRAME 235

The EXPANDING ELEMENT is PARVUS.
PARVUS is called an ADJECTIVE.

236.
noun

FRAME 236

SO, an ADJECTIVE is a word used to
expand a

N _ _ N

237.
GO to the
next FRAME

FRAME 237

Look at this EXPANDED sentence:
Puer PAULUS natat.

238.
Paulus

FRAME 238

The EXPANDING ELEMENT is _ _ _ _ S.
The WORD Paulus is called a NOUN.

_ _ _ _ S

239.
noun

FRAME 239

SO, a NOUN can be used to EXPAND
ANOTHER

N _ _ _

240.
noun

FRAME 240

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

_ _ _ N

241.
adjective

FRAME 241

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

ADJ _ _ T _ _ _

STOP! GO TO THE READER.

LESSON X

COMPOSITION
PANEL XIX

➔
PURPOSE

Through the technique of **COPYING**, to **BECOME FAMILIAR** with the **CONJUGATION VOWEL** of each of the **FOUR** regular **CONJUGATIONS** of the **VERB**.

➔
DIRECTIONS

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 marks to help pronunciation.

CODE for CONJUGATION VOWELS of VERBS:

- | | | | | |
|-------------------------------|---|----------|---|--|
| 1. FIRST CONJUGATION: | ➔ | A | ➔ | (ALWAYS the same: long vowel) |
| 2. SECOND CONJUGATION: | ➔ | E | ➔ | (ALWAYS the same: long vowel) |
| 3. THIRD CONJUGATION: | ➔ | E | ➔ | (VARIES from E to I or U: short vowel) |
| 4. FOURTH CONJUGATION: | ➔ | I | ➔ | (ALWAYS the same: long vowel) |

1. **SÁLTANT**

STEM	C.V.	T.S.	P.S.

8. **RECITÁMUS**

2. **MOVÉMUS**

9. **CÚRRUNT**

3. **ÁGIS**

10. **VIDÉTIS**

4. **SCÍO**

11. **DÓRMIS**

5. **SEDÉO**

12. **DÓRMIMUS**


6. **ÁGIT**

13. **CÚRRO**

		-ϕ-	


7. **VÓLITANT**

14. **SCÍTIS**



PURPOSE

Through the TECHNIQUE of COPYING, to become more sure of the PREPOSITIONS which go with a noun in the ACCUSATIVE CASE.



DIRECTIONS

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 IGNUM

--	--

12. SUB MONTEM

--	--

13. SUB BOVEM

--	--

14. SUB SOLEM

--	--

15. PROPE SILVAM

--	--

16. PROPE PORCUM

--	--

Frames 242-250

PURPOSE

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

DIRECTIONS

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

242.
-am

FRAME 242

AD PORT
-AM
-UM
-EM

243.
-um

FRAME 243

SUPER MUND
-AM
-UM
-EM

244.
-um

FRAME 244

SUB SIGN
-AM
-UM
-EM

245.
-em

FRAME 245

IN ICN
-AM
-UM
-EM

246.
-em

FRAME 246

PROPE TURR
-AM
-UM
-EM

247.
-am

FRAME 247

IN AMPULL
-AM
-UM
-EM

248.
-um

FRAME 248

SUPER MONUMENT
-AM
-UM
-EM

249.
-em

FRAME 249

AD NAV
-AM
-UM
-EM

250.
-em

FRAME 250

SUB PONT
-AM
-UM
-EM

Frames 251-259
PURPOSE

To compose SENTENCE^c 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.
-∅ -um

FRAME 251

MUS
RIT.

-A
-US
-UM
-∅

SUB LECT

-AM
-UM
-EM

CUR-

252.
-us -am

FRAME 252

LUP
AT.

-A
-US
-UM
-∅

AD GALLIN

-AM
-UM
-EM

AMBUL-

253.
-us um

FRAME 253

CURR

-A
-US
-UM
-∅

PROPE SIGN

-AM
-UM
-EM

STAT.

254.
-a -ā

FRAME 254

PECUNI

-A
-US
-UM
-∅

IN MENS

-A
-O
-E

EST.

255.
-∅ -ā

FRAME 255

PATER

-A
-US
-UM
-∅

IN SILV

-A
-O
-E

LABORAT.

256.
-a -em

FRAME 256

PUELL

-A
-US
-UM
-∅

AD MATR

-AM
-UM
-EM

CURRIT.

257.
-∅ -ō

FRAME 257

MATER
BULAT.

-A
-US
-UM
-∅

CUM PUER

-A
-O
-E

AM-

258.
-us -ō

FRAME 258

SERV

-A
-US
-UM
-∅

IN LECT

-A
-O
-E

DORMIT.

259.
-a -am

FRAME 259

PICTUR

-A
-US
-UM
-∅

EST SUPER JANU

-AM
-UM
-EM

Frames 260-271

PURPOSE

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

DIRECTIONS

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

260.
GO to the next FRAME

FRAME 260

This DIAGRAM represents a SENTENCE.

261.
GO to the next FRAME

FRAME 261

POSITION FOR SUBJECT:

SUBJECT

262.
GO to the next FRAME

FRAME 262

EXAMPLE OF SUBJECT:

AGRICOLA

263.
GO to the next FRAME

FRAME 263

POSITION FOR PREDICATE:

PREDICATE

264.
GO to the next FRAME

FRAME 264

EXAMPLE OF PREDICATE:

LABORAT

FRAME 265

POSITION for EXPANSION of SUBJECT:

SUBJECT

PREDICATE

EXPANSION of SUBJECT

265.
GO to the next FRAME

FRAME 266

EXAMPLE OF EXPANDED SUBJECT:
(the subject is expanded by a noun)

AGRICOLA

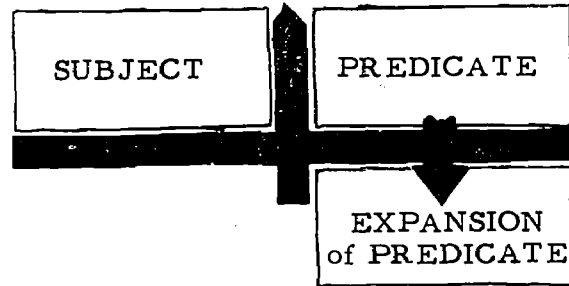
LABORAT.

ALBERTUS

266.
GO to the next FRAME

FRAME 267

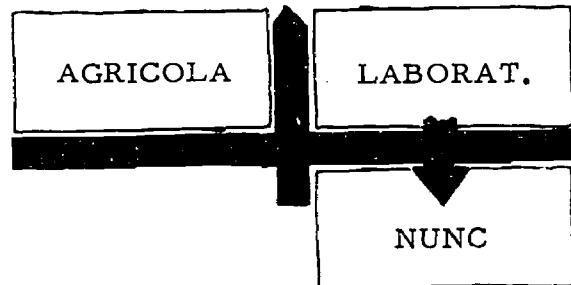
POSITION for EXPANSION of PREDICATE:



267.
GO to the next FRAME

FRAME 268

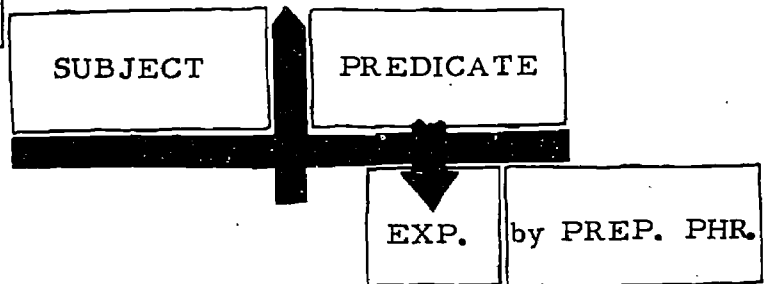
EXAMPLE OF EXPANDED PREDICATE:
(the VERB of the predicate is expanded)
by an ADVERB.



268.
GO to the next FRAME

FRAME 269

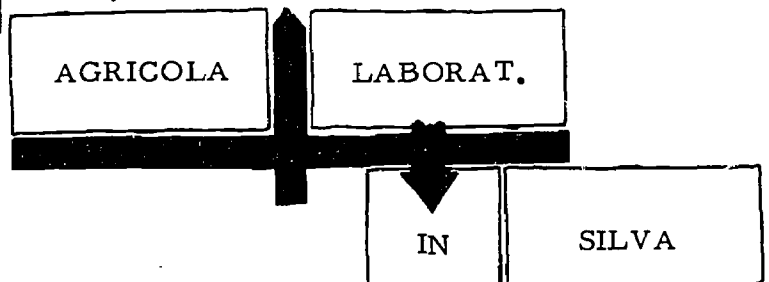
POSITION for EXPANSION of PREDICATE
BY a PREPOSITIONAL PHRASE:



269.
GO to the next FRAME

FRAME 270

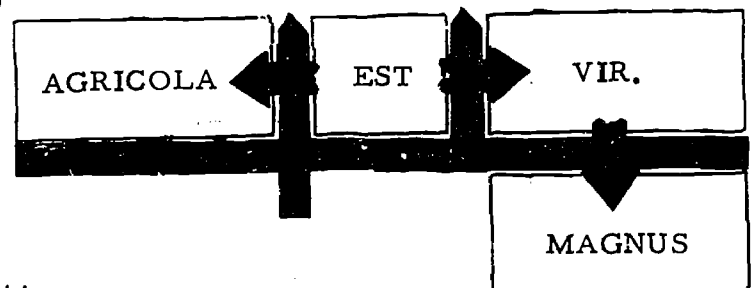
EXAMPLE OF EXPANDED PREDICATE:
(the VERB of the predicate is expanded)
by a PREPOSITIONAL PHRASE.



270.
GO to the next FRAME

FRAME 271

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



271.
GO to the next FRAME

Frames 272-290

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.

272.
noun

FRAME 272

FRAME 273

THE SUBJECT OF A SENTENCE MAY BE-

1. a NOTE: a PRONOUN is a REPLACEMENT for a noun.
2. a PRONOUN

	SUBJECT	PREDICATE
1.	PAULUS	CURRIT.
2.	EGO	CURRO .

1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>

Paulus 273.	currit
ego	curro

THE SUBJECT OF A SENTENCE MAY BE EXPANDED BY-

1. another N
2. a number
3. an adjective

274.
noun

FRAME 274

FRAME 275

EXP. of SUBJ.	SUBJECT	PREDICATE
1. ROBERTUS,	PUER PUER PUER	NATAT. AMBULAT. SEDET.
2. UNUS		
3. PARVUS		

1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>

1. puer 275.	natat ambulat sedet
2. puer	
3. puer	
Robertus unus parvus	

FRAME 276

THE SUBJECT OF A SENTENCE MAY BE EXPANDED BY COMPOUNDING THE SUBJECT with the USE of -

1. a COORDINATING CONJ _ _ C _ _ _ N

EXAMPLE of COMPOUND SUBJECT:

Puer ET puella---

276.
conjunction

277.
GO to the
next FRAME

FRAME 277

Note: If the Subj. is COMPOUND, the verb is pl.

SUBJECT	PREDICATE
Puer ET vir	Intr. Verb AMBULANT.

278.
GO to the
next FRAME

FRAME 278

SUBJECT	PREDICATE
Piscis ET anas	NATANT.

279.
verb

FRAME 279

THE PREDICATE OF A SENTENCE MUST HAVE AT LEAST-

1. an INTRANSITIVE

V _ _ B

280.
verbs

FRAME 280

NOTE: Most INTRANSITIVE
take NO OBJECT.

_ _ R _ S

281.
verb

FRAME 281

THE PREDICATE OF A SENTENCE MAY CONTAIN-

2. a TRANSITIVE

_ E _ _

282.
case

FRAME 282

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

C _ S _

FRAME 283

SUBJECT	PREDICATE	
PUER	Dir. Obj. VACCAM	Tr. Verb VIDET. (sees)

puer videt vaccam

284.
verb

FRAME 284

THE PREDICATE OF A SENTENCE MAY CONTAIN-

3. a LINKING

V _ _ _

285.
1. noun
2. adjective

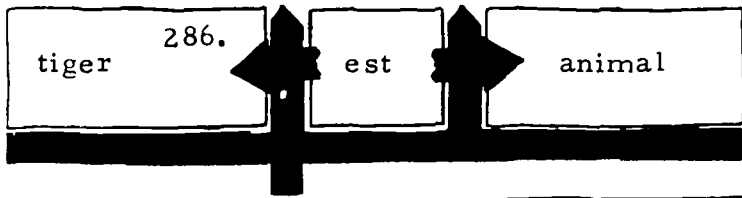
FRAME 285

Note: A LINKING VERB links the Subject
to the

1. Predicate N _ _ N
or
2. Predicate ADJECT _ _ _

FRAME 286

SUBJECT	PREDICATE	
TIGER	Linking Vb.	Pred. Noun
	EST	ANIMAL.



287.
1. noun
2. adjective

FRAME 287

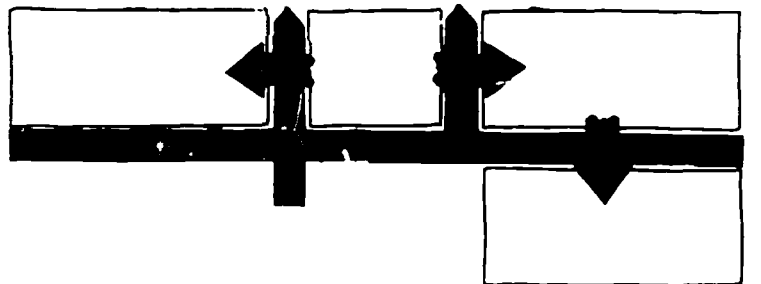
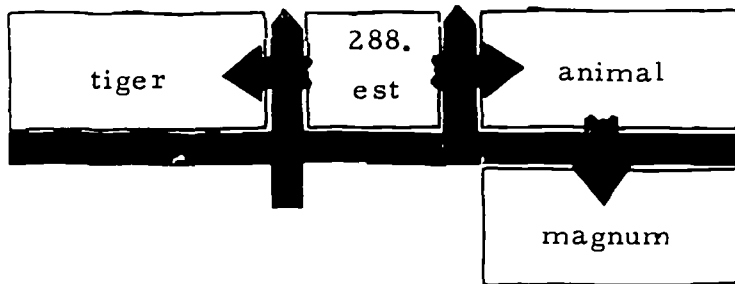
THE PREDICATE OF A SENTENCE CAN BE EXPANDED BY EXPANDING-

1. the PREDICATE
2. the PREDICATE

--- N
ADJECT ---

FRAME 288

SUBJECT	PREDICATE	
Tiger	est MAGNUM	animal.



289.
phrase

FRAME 289

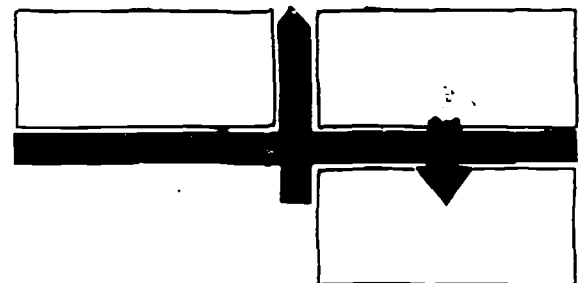
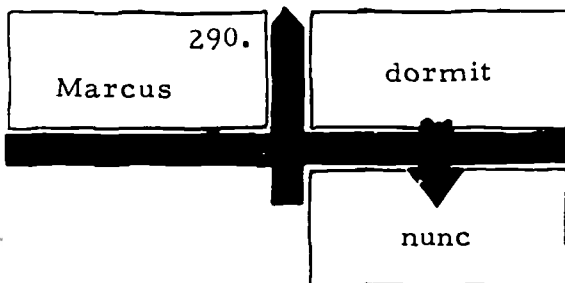
THE PREDICATE OF A SENTENCE MAY BE EXPANDED BY-

1. an ADVERB
2. a PREPOSITIONAL

PHR ---

FRAME 290

SUBJECT	VERB	ADVERB
MARCUS	DORMIT	NUNC .



LESSON XI

COMPOSITION
PANEL XXI

PURPOSE

DIRECTIONS

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.

9. PATER VIAM MONSTRAT.

--	--	--	--	--	--

2. MATER INFANTEM DEFENDIT.

10. PUELLA AMPULLAM TRAHIT.

--	--	--	--	--	--

3. AGRICOLA EQUUM DUCIT.

11. BOS AQUAM SPECTAT.

--	--	--	--	--	--

4. FELES MUREM TERRET.

12. VIR ASINUM TRAHIT.

--	--	--	--	--	--

5. POETA LUNAM SPECTAT.

13. MATER PUERUM DUCIT.

--	--	--	--	--	--

6. PUELLA EPISTULAM MONSTRAT.

14. JUVENIS SOROREM DEFENDIT.

--	--	--	--	--	--

7. SERVUS FENESTRAM SPECTAT.


15. INFANS LIBRUM TRAHIT.

--	--	--	--	--	--

8. SERPENS INFANTEM TERRET.


16. NUNTIUS SIGNUM LEGIT.

--	--	--	--	--	--


PURPOSE

Through the technique of **COPYING**, to **COMPOSE** SENTENCES which **CONTAIN**-

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

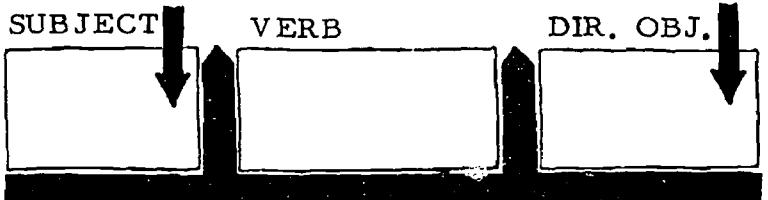

DIRECTIONS

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.**
NOTE: the **ACC. CASE** Signal will be **CAPITALIZED**.
2. **COMPOSE** each sentence by writing each word in the box provided.

PLACES IN DIAGRAM FOR:

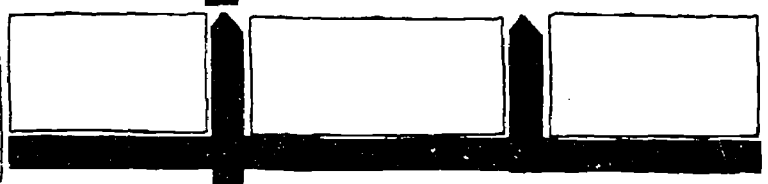
1. Agricola vaccAM spectat.

SUBJECT	DIR. OBJECT	VERB



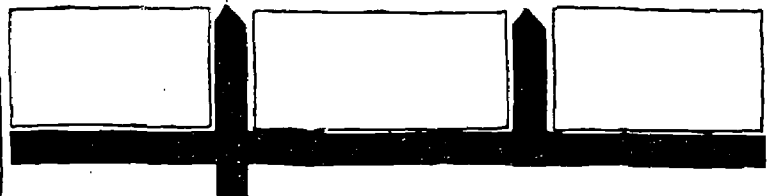
2. Miles gladiUM spectat.

SUBJECT	DIR. OBJECT	VERB



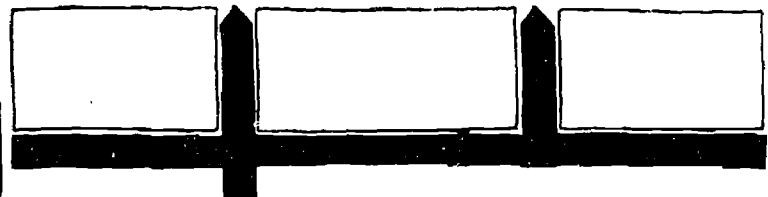
3. Vir signUM spectat.

SUBJECT	DIR. OBJECT	VERB



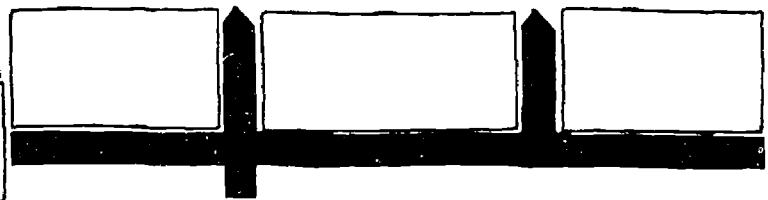
4. Servus arboreM spectat.

SUBJECT	DIR. OBJECT	VERB



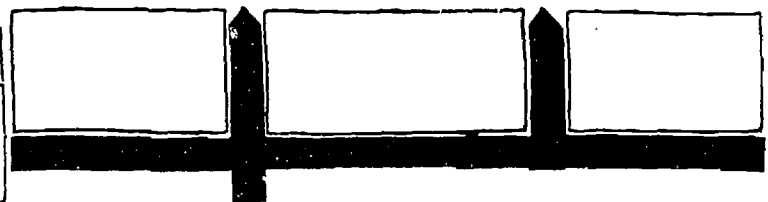
5. Dux exercitUM spectat.

SUBJECT	DIR. OBJECT	VERB



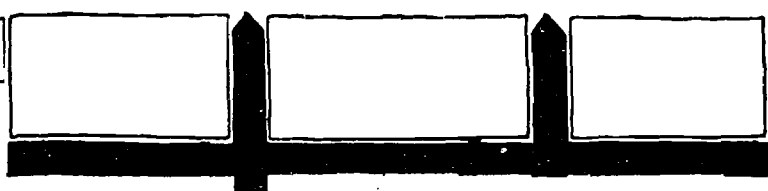
6. Femina rEM spectat.

SUBJECT	DIR. OBJECT	VERB



7. Lupus ovEM spectat.

SUBJECT	DIR. OBJECT	VERB



PURPOSE



Through the technique of **COPYING**, to **COMPOSE** SENTENCES which **CONTAIN-EXPANDED DIRECT OBJECTS**.

DIRECTIONS



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.

SUBJECT	ADJ.	DIR. OBJ.			
VERB					

2. Canis infantEM, MarcUM, defendit.

SUBJECT	ADJ.	DIR. OBJ.			
VERB					

3. Maria magnUM canEM ducit.

SUBJECT	ADJ.	DIR. OBJ.			
VERB					

4. Alfredus sororEM, MariAM defendit.

SUBJECT	ADJ.	DIR. OBJ.			
VERB					

LESSON XII

COMPOSITION

PANEL XXIV


PURPOSE

DIRECTIONS


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.

SUBJECT	CONJUNCTION	SUBJECT	VERB	PRED. NOUN	CONJ.
MARCUS	ET	MARIA	SUNT	FRATER	ET
PRED. NOUN	SUBJECT	CONJ.	SUBJECT	PREP.	OBJ. of PREP.
SOROR.	PUER	ET	PUELLA	IN	CASA
VERB	SUBJECT	VERB	PRED. ADJ.	CONJ.	PRED. ADJ.
HABITANT.	CASA	EST	PARVA	SED	PULCHRA.
SUBJECT	VERB	PREP.	OBJ. of PREP.	SUBJECT	VERB
CASA	EST	PROPE	SILVAM.	MARCUS	EST
PRED. NOUN	SUBJECT	ADVERB	VERB	PRED. NOUN	
DISCIPULUS.	MARIA	ETIAM	EST	DISCIPULA.	
SUBJECT	PREP.	OBJ. of PREP.	VERB	PREP.	OBJ. of PREP.
(The subject is not expressed)	AD	SCHOLAM	AMBULANT.	IN	SCHOLA,
SUBJECT	DIR. OBJECT	VERB	PREP.	OBJ. of PREP.	SUBJECT
DISCIPULUS	LIBRUM	LEGIT.	IN	SCHOLA,	MARIA
DIR. OBJECT	ADV.	VERB	CONJ.	DIR. OBJECT	VERB
LIBRUM	ETIAM	LEGIT	ET	PICTURAM	SPECTAT.


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 as well as the PLURAL FORMS of some nouns.


DIRECTIONS

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.

SUBJECT	VERB	PRED. NOUN	CONJ..	ADJECTIVE Numeral	DIR. OBJECT
VIR	EST	PATER	ET	DUOS	FILIOS

CONJ.	ADJECTIVE Numeral	DIR. OBJECT	VERB	ADJ. Numeral	SUBJECT
ATQUE	DUAS	FILIAS	HABET .	DUO	FILII

VERB	PRED. NOUN	CONJ.	PRED. NOUN	ADJECTIVE Numeral	SUBJECT
SUNT	ROBERTUS	ET	ALBERTUS .	DUAE	FILIAE


VERB	PRED. NOUN	CONJ.	PRED. NOUN	SUBJECT	DIR. OBJ.
SUNT	ROBERTA	ET	ALBERTA	PATER	FILIOS

CONJ.	DIR. OBJ.	VERB	SUBJECT	DIR. OBJ.	CONJ.
ET	FILIAS	AMAT .	MATER	FILIAS	ET

DIR. OBJ.	ADVERB	VERB	SUBJECT	CONJ.	SUBJECT
FILIOS	ETIAM	AMAT .	FILII	ET	FILIAE

DIR. OBJECT	CONJUNCTION	DIR. OBJ.	ADVERB	VERB	CONJ.
MATREM	ATQUE	PATREM	ETIAM	AMANT .	ET

SUBJECT	CONJ.	SUBJECT	DIR. OBJECT	ADVERB	VERB
PUELLAE	ET	PUERI	SCHOLAM	ETIAM	AMANT .


PURPOSE

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.


DIRECTIONS

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.

BASE WORD:	CONCRETE NOUN:	ADJECTIVE:	ADVERB:	ABSTRACT NOUN:
1. TRUE	tru TH	truth FUL	truthfull Y	truthful NESS
2. WEIGH	weigh T	weight LESS	weight Y	weightless NESS
3. THINK	thought T	thought FUL	thoughtfull Y	thoughtful NESS
4. HIGH	heigh T	height WARD	heightward LY	heightward- NESS
5. SURE	can you find one?	can you find one?	sure LY	sure NESS
6. LIKE	can you find one?	like LY	like LY	like NESS
7. BACK	can you find one?	back WARD	back WARD	backward NESS

GO TO
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SCORES ON QUIZZES

	POSSIBLE SCORE	ACTUAL SCORE
LESSON 1		
LESSON 2		
LESSON 3		
LESSON 4		
LESSON 5		
LESSON 6		
LESSON 7		
LESSON 8		
LESSON 9		
LESSON 10		
LESSON 11		
LESSON 12		
	TOTAL POSSIBLE _____	TOTAL SCORE _____