

Lingua Angelica

Teacher Manual

Christian Latin Translation Course

by Cheryl Lowe



TEACHER MANUAL I

DOCERE, DELECTARE, MOVERE



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Lingua Angelica Teacher Manual

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PREFACE



In honor of the recent millennium, a wonderful Christian artist, Gloria Thomas, created a series of paintings celebrating 2000 years of Christian history. I had the pleasure of meeting her once in her home and noticed her large collection of Medieval Latin books, many of them Scripture commentaries that have never been translated. (At that time I conceived the idea that a new generation of Latin students would translate these long forgotten treasures.) I discovered that she could read Latin fluently, as easily as you or I read English. I asked her about her Latin background and found that she had learned Latin as an adult by the immersion method. She had joined a religious order that sang the Mass and Latin hymns daily, *and* sang all 150 psalms in Latin every week, just as the religious orders did in the Middle Ages. In addition she studied her Latin grammar as part of her course instruction. Thus she had the ideal Latin program: systematic and formal Latin grammar plus hearing, reciting, and singing Latin for hours every day.

We all know this is the ideal way to learn a language, rather like going to France for a year to study French grammar and speak French at the same time. In Latin the singing and reciting of the Latin liturgy and hymns is the learning equivalent of a year abroad speaking French with the locals.

I can't send your child to Europe for a year or to a monastery to chant the 150 psalms in Latin every week, but I can give you singable music and prayers that will help to accomplish the same goal. The benefits you and your children receive from *Lingua Angelica* will be directly proportional to the time you put into it. This is your trip to Europe, your sojourn in a medieval monastery. Make the most of it. Listen to the CD every day; memorize every prayer and hymn. Then go back and study, translate and meditate upon them.

Adrian Fortescue said "there is not, nor is there ever likely to be any religious poetry in the world worthy to be compared to the hymns of the Latin office." This beautiful Latin was created by the Age of Faith which began in the 1st century. It is a treasure of inestimable value. It is the heritage of all modern Christians, Catholic and Protestant. What better way to inspire your children to love and learn Latin, and learn about their magnificent Christian heritage.

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INTRODUCTION

Lingua Angelica is not a Latin grammar program. It is a supplement to accompany any Latin program that you may be using. The goal of Lingua Angelica is to inspire and motivate you to excel in Latin study, and to give you the tools to do so.

In all Latin programs students memorize vocabulary and grammar forms and read textbook exercises and readings. It is usually many years before students come into contact with any real Latin. There is necessarily a preliminary stage to learning any language, but for Latin that preparatory stage is especially long.

In addition, because classical Latin is so very difficult to read, students who have spent years mastering Latin grammar and vocabulary are usually discouraged by the difficulty of the classical authors.

Happily there is a solution to this problem: Christian Latin. The sentence structure of Christian Latin is much simpler and the sentences are much shorter than in classical Latin. The hymns and liturgy of Christian Latin are so beautiful and clothe such sublime thoughts that they are worthy to be memorized. And because the hymns can be sung and the prayers recited, they are easily memorized. What more could we ask for? Is there anything more fitting for our students to study and memorize than religious poetry expressing the most elevated thoughts?

Thus the memorized prayers and music in Latin take the place of spoken conversation in the study of modern languages. In modern languages we read and speak about worldly things but in the ancient sacred and classical languages we learn to speak in a loftier voice about higher things.

Students who memorize prayers and music in the grammar years will have a great fund of vocabulary, grammar and syntax ready in their minds to draw upon as they proceed through the Latin grammar. At every step in their study, examples of the new grammar concept – noun cases, subjunctive mood, irregular verbs, deponent verbs, participles, infinitives and gerunds – will already be in their minds ready to be analyzed and understood at the appropriate time.

To give an example, students who have memorized the Pater Noster will have learned three subjunctive forms (*adveniat, fiat, inducas*), two imperatives (*da, dimitte*), and a present passive subjunctive (*sanctificetur*). When it is time to introduce these new grammar forms and concepts it is a great help to both teacher and students to have these familiar examples, along with many others that they will have learned.

INTRODUCTION



Latin sayings can serve the same function. In *Latina Christiana*, *Ave Caesar*, *morituri te salutamus*, and *Delenda est Carthago* provide immediate understanding for the student first encountering the future participle and the ominous “passive periphrastic.” On a simpler level, students will never have to struggle to remember what case prepositions take after learning them in context: *per Christum Dominum Nostrum* and *ora pro nobis peccatoribus* will provide immediate recall for preposition cases.

The use of the genitive, dative, accusative and ablative cases will be amply illustrated in memorized passages and will be a constant aid the teacher can use to reinforce case usage. And finally all those difficult little words—relative pronouns, adverbs, conjunctions—that seem impossible to learn and understand from a vocabulary list will be in the minds of students in a meaningful context. Individual words are naked things and very difficult to remember. Student retention of vocabulary will soar when words are learned in context and in memorable and beautiful phrases – much the same way we have learned our own language.

Learning the Latin grammar is a great challenge and pleasure. It builds block upon block, stone upon stone until a great edifice has been constructed. It satisfies a certain desire for structure, order, and permanence. But alongside the grammar, students should learn the beautiful sonorous sound of the Latin hymns and prayers.

Note: This is Book I of the Lingua Angelica workbooks. The pieces studied in Book I are not chronologically the first pieces in the songbook, nor are they in the same order. They have been selected and arranged in the workbook according to their level of difficulty. Book II covers the rest of the music in the songbook.

Cheryl Lowe



HOW TO USE LINGUA ANGELICA

GENERAL TEACHING GUIDELINES

The goal of *Lingua Angelica* is to introduce you to the beauty of Christian Latin, to motivate and encourage you in your Latin study, and finally to provide reading and translation texts for beginning and intermediate students. Always emphasize to students that they are learning some of the most ancient, beautiful and sacred Latin ever written.

Latin music has become very popular in the last few decades. Professional and amateur performances of Latin masses and Latin music are very common today. Public and private high schools, colleges, universities, seminaries, professional and amateur orchestras, choruses and operas, and churches provide a steady stream of concerts of Latin music.

Public high school choruses are allowed to sing concerts of Christian music both in secular and religious settings as long as the music is in Latin and perceived to be of classical origin. Our great heritage of music and art is a treasure that can be used to bring us together as Christians and to evangelize the world. Take advantage of the many opportunities to expose your students to performances of Latin music in your area.

You should add about 15-30 minutes a day to your Latin program for *Lingua Angelica*. A small investment in time for a rich return.

PRAYERS

There are four prayers at the end of the *Lingua Angelica* CD. These prayers can be committed to memory by daily recitation. A good ritual would be to begin class every morning with this daily recitation. Students should recite along with the CD while looking at the written prayers; they hear, see and speak the Latin. Students should also memorize the standard English translations.

MUSIC AND SONGBOOK

Listen to the CD and enjoy the music. Do not be in a hurry. Listen to it over and over, learn the names of the pieces and become familiar with them. A memorization schedule follows but if you and your students develop a particular attraction to certain pieces, go ahead and learn them. The songbook is provided as an aid to learning the music by singing and/or playing an instrument. The songbook will be especially helpful if a school or homeschool choir can be organized.

WORKBOOK MODEL LESSON



Once students have memorized a piece you can begin using the workbook. Do not begin workbook activities until the student can recite or sing the piece or page from memory. If the workbook seems too advanced for your students just put it aside and continue memorizing the Latin hymns and prayers, and pick it up again later when you have more Latin under your belts.

The workbook pages are reproducible, for each student, and you will want to make several copies of each page before students begin their work. For their practice page it is convenient to make a copy with the vocabulary covered. Students should work on a practice page until it is accurate before copying answers in their permanent workbook. Workbook pages can also be used for tests and quizzes, so be sure to keep a good copy of each page to make additional copies if needed. You may want to keep all of their practice pages, quizzes and tests in a 3-ring binder.

The learning activities listed below are in order of increasing difficulty and should be adapted for your students' Latin grammar level and age. I would suggest delaying Workbook activities until 3/4 of *LCI* is completed and you as a teacher are beginning to feel comfortable with Latin. For the first 1-2 years of Latin study you should concentrate on memorization and use the workbook sparingly. The most valuable activity of *Lingua Angelica* is to memorize the Latin text of all of these pieces. The workbook activities can be done according to your own schedule.

I have included a Latin grammar guide for easy reference but it is very incomplete. You should have a complete Latin grammar on hand to use as a reference. I suggest Henle or the Memoria Press **Latin Grammar for the Grammar Stage**.

1. **Copybook.** Ask students to write, from memory, the prayer or music that they have memorized. Do only one page at a time. They will make many mistakes in spelling. Then ask students, with workbooks open, to copy the prayer or music neatly and without errors, and save in their notebooks. After students have completed their study of each piece, ask them to once again write from memory. Hopefully they will be able to do so with few errors.
2. **Highlight.** Ask students to mark or highlight, in the passage, the words they already know. Students who have completed *Latina Christiana I* will be able to highlight many words in all of the beginning passages. Since these passages are real Latin, not schoolbook exercises, students have a feeling of great accomplishment. They will be amazed at how many words they know.

Often, however, students do not make clear connections between the words they are reciting/reading and the vocabulary words they have learned. In addition, students do not always recognize the inflected forms of Latin words so they may need help in declining or conjugating words orally in order to recognize them.

3. **Vocabulary. (a) Vocabulary drill.** Have students cover the vocabulary at the bottom of the page and then try to write the correct *vocabulary form* of the highlighted words in the vocabulary drill section of their practice workpage. Students will make many mistakes which they should correct using the vocabulary list. Teach students to write the correct *vocabulary form* of each Latin word: nominative with genitive ending for nouns, adjectives with gender endings, verb principal parts, etc. The correct *vocabulary form* is the way the word is written in the vocabulary list. **(b) Recitation.** Recite all of the Latin vocabulary



WORKBOOK MODEL LESSON

(with English meanings) for each page together orally twice daily for at least a week. New words, such as 3rd declension nouns, and especially the principal parts of verbs look horrific to beginning students. After you say them together orally a dozen times, the monster is slain and the new word becomes an old friend. The key to success in Latin is to SAY IT OUT LOUD. Then the written work that follows will become a pleasure. **(c) Vocabulary drill completion.** Now that students are somewhat familiar with all of the vocabulary on the page, have them complete the vocabulary drill section by copying the new words from the vocabulary list (Advanced students may be quizzed over the vocabulary for each page by being required to complete the vocabulary drill section without the vocabulary list).

4. **Interlinear translation.** The interlinear translation, English translation and parsing all work together. Have students write the English meanings underneath their highlighted Latin words first and then under the new Latin words. To make sense of the passage students will have to know some Latin and English grammar. Help students identify the subject, direct object, indirect object, prepositional phrases, and add needed prepositions, helping verbs, etc., to the interlinear translation. The idea is to let them figure out as much as they can while you assist them in analyzing the passage, consulting grammar charts if necessary.
5. **English translation.** Students should fill out the blank lines with a literal English translation, using English word order, not Latin. Occasionally, because of different word order, the English translation will not match the same line in Latin.
6. **Parse.** Here are suggestions for how to handle parsing. **(a) prepositions, adverbs, conjunctions, interjections** are the easiest so you may want to do them first. Usually the student only has to write what is in the vocabulary list. **(b) nouns, adjectives, pronouns** - students have to identify subjects, direct objects, indirect objects, objects of prepositions, predicate nominatives and gender, number and case. Students like to use grammar charts to determine gender, number and case. You will be teaching this grammar so students should be able to complete these sections with help. Not all the grammar forms are in the student manuals, so you will want to have a grammar manual for reference. **(c) verbs** are the most difficult to parse, and much of this material is too advanced for beginning and even intermediate students. You can leave these sections blank and tell students they can come back and complete them later *or* you can give students the information with a little comment and star these sections for future study. If you are ambitious, you can study some of the new verb forms and teach them (systematically) to the students.
7. **Quizzes and tests.** Oral and written. These can be done over an extended period and repeated until mastery is achieved.
 - (a) Recite or sing from memory, and recite standard English translations for prayers.
 - (b) Complete workbook page with vocabulary available.
 - (c) Complete workbook page without vocabulary.
 - (d) Write Latin passage from memory.
 - (e) Write Latin passage and vocabulary from memory.
 - (f) Write Latin passage, vocabulary, and parse from memory.

WORKBOOK SCHEDULE



There are two workbooks for the selections in the *Lingua Angelica* Songbook. This workbook, **Lingua Angelica I**, includes all of the pieces below. These are the pieces that are suggested for completion with **First, Second, and Third Form Latin**. The pieces are generally in the order of increasing difficulty. The order in the songbook and workbook are not the same as the order below.

First Form Latin

Dona Nobis Pacem
Christus Vincit
Table Blessing
Signum Crucis
Resonet in Laudibus
Adeste Fideles
Gloria Patri (Doxology)
Pater Noster
Agnus Dei
Kyrie
Sanctus & Benedictus

Second Form Latin

Gaudeamus Igitur
Ubi Caritas (1 verse)
Veni Creator Spiritus (2 verses)
Panis Angelicus
Veni, Veni, Emmanuel (2 verses)

Third Form Latin

Ave Verum
Ave Maria
Stabat Mater



GRAMMAR NOTES ON MUSIC SELECTIONS

Use whatever you can that is helpful from these notes. Remember, the most important goal for *Lingua Angelica* is to memorize and sing or recite these pieces. As your grammar knowledge increases you can come back to each piece many times and reread and retranslate the sections that you did not understand the first time.

NOTE. The vocative and the imperative often go together. If you are giving a command to a person, you usually address them by name. However, in prayers we are not really commanding God but making a request.

You will see the subjunctive for exhortations many times. The subjunctive, participles, and passive voice are advanced forms for most students. You may parse them and mark with a star to return to later, or just leave them blank.

1. Dona nobis pacem. Students have learned the Latin word *do* for *give*, but there is a similar word that also means *give*, *do*, also 1st conjugation. Students have learned *dona* in their declension of *donum*. But *dona* in this piece is the imperative form of the verb, *do*, not the noun. In prayers we aren't actually commanding God but making a request or an entreaty.

2. Table Blessing. There are seven kinds of pronouns, three of which are in this prayer. Students will see them over and over. In this prayer we have an understood subject *you*, of the imperative verb *Benedic*; the vocative form *Domine*, two direct objects, *nos* and *dona*; the relative adjective clause "which we are about to receive," which modifies *gifts*, the future participle *sumpturi*, which is a predicate nominative; and two prepositional phrases: "from thy bounty," which modifies *gifts*, and "through Christ Our Lord," which is part of a formula completing the unstated, "We pray." The vocative is a 6th case, the case of the person addressed. It is not included in most declensions because it is always the same at the nominative, except in the 2nd declension masculine, which has the ending, *e*. Advanced students could diagram the prayer in English.

3. Signum Crucis. Let students use the declension chart, p. 80, and identify the case of *nomine*, *patris*, *Filii*, *Spiritus*, and *Sancti*. (*Spiritus* is a 4th declension noun, not 2nd declension M). This piece contains a prepositional phrase and three possessives. Teach students that the genitive is the "possessive or of" case, and the ablative is the "in, by, with, from" case. Prepositions always take objects in either the ablative or accusative.

4. Resonet in Laudibus. This is a good piece for reinforcing the ablative of the 3rd declension *laudibus*, *plausibus*, *fidelibus*, and the imperatives *gaudete*, *lauda*, *concurrere*, *psallite*, and *dicite*. Again the subjunctive, *resonet*, is used for an exhortation. There are three perfect tense verbs.

5. Adeste Fideles. As usual, the nouns are no problem, but the verbs are imperative verbs – *adeste*, *venite*, *videte* – and subjunctive – *cantet* and *adoremus*. In addition, you have adjectives used as nouns – *fideles* and *triumphantes* (In English we have, "The good, the bad, and the ugly," and "The poor you have with you always").

6. Gloria Patri. The preposition *in* can be followed by either the accusative or the ablative. When followed by the accusative, *in* indicates motion, when followed by the ablative, *in* indicates position. Examples of both are in this prayer. Students can compare the dative in the Gloria with the genitive in the Signum Crucis, for the three words, *pater*, *filius*, *spiritus*.

GRAMMAR NOTES ON MUSIC SELECTIONS



Saecula saeculorum is an idiomatic expression that is traditionally translated *world without end*. Latin often omits obvious words such as possessive pronouns and linking verbs, so there is no verb in the first sentence.

7. Pater Noster. The Pater Noster is rather difficult. Do as much parsing as you are comfortable with. There is much grammar students can understand: subjects, prepositional phrases, direct objects. On the first page there is the vocative again, and a relative adjective clause modifying Father (what father? The one in heaven).

There are two easy verbs in the Pater Noster, *es* and *dimittimus*. But the rest of the verbs are advanced forms: four subjunctives, one in the passive voice, and three imperatives. These imperatives and subjunctives express a wish or desire, rather than a direct command. Use your judgment about covering these forms.

On the third page of the Pater Noster, there is a tricky construction: *nobis* and *debitoribus* are both in the ablative. They could be considered the *ablative of separation* or *ablative of respect to*. Send away sins *from us* or *with respect to us*.

8. Agnus Dei. Relative pronouns and relative adjective clauses are difficult for students, but students will see *qui, quae, quod* over and over. The principal parts of the 3rd conj. verb *tollo* look menacing, but just have students say them anyway. Even though they don't know the verb they can identify *tollis* as 2nd person singular present tense. *Miserere* is an imperative form of a deponent verb, which is a very advanced grammar form. It is very common in Christian Latin, however. Say it, copy it, and go on.

9. The Kyrie is a transliteration of the Greek. It is the first part of the Ordinary of the Mass.

10. Sanctus and Benedictus. This is a very easy passage. Students will know most of these words. The first six words are an exclamation, all in the nominative. *In nomine* and *qui, quae, quod* show up again. *Benedico*, from the Table Blessing and *benedictus, a, um* - the verb and the adjective are related. You might want to diagram the sentence, "Heaven and earth are full of your glory." In this sentence you have a predicate adjective (full, *pleni*) modified by a prepositional phrase (with your glory, *gloriâ tuâ*). In Latin the prepositional phrase is indicated by putting *gloria* in the ablative case. Students will see over and over that we must supply the preposition in English that Latin often conveys by means of the dative or ablative case.

11. Ave Maria. The first half of this prayer is an example of how concise Latin is; linking verbs are omitted and prepositional phrases are expressed by the ablative case. Again, *plena* is modified by a prepositional phrase, *gratiâ* in the ablative case, just as it is in the Sanctus. No difficult verbs to deal with here. An imperative form, *ora*, is in the second half. Students have learned *ora et labora* in *LC I*.



GRAMMAR NOTES ON MUSIC SELECTIONS

12. Gaudeamus Igitur. Most of the verbs are in the subjunctive mood—exhortations or wishes—*gaudeamus, vivat, vivant, sint*. The rest are future and present tense. Otherwise the rest of the song is quite simple. Relative and demonstrative pronouns are abundant – *qui, quae, quod, hic, haec, hoc, ille, illa, illud*. You could take the opportunity to learn them now. They are on pages 81-83. Analyze them, contrast and compare, memorize and then say them every day for the rest of the year. Latin often uses adjectives as nouns to express a class or group. *Quodlibet* is an idiom meaning, “whatever, whatsoever.”

13. Stabat Mater. This piece has many advanced verb forms. For intermediate students much will have to wait until they have studied these forms systematically. Having learned the **Stabat Mater** by heart, students will master these difficult forms much more easily.

Verse I – Very easy grammar, three imperfect tense verbs, two adjectives, a prepositional phrase, and an adverbial clause.

Verse II - A difficult verse with three participles and the subject last. Remember that a participle is a verbal adjective.

Verse III - Contrast the predicate adjectives in this verse with attributive adjectives in verse II.

Verse IV – Great for the imperfect tense; another adverbial clause introduced this time by *cum*, which students have learned as the preposition *with*. There are many words in English that have multiple meanings but students do not like to see that in Latin.

Verse V - This is a difficult verse with an adjective clause and a conditional clause, each with an imperfect subjunctive verb.

Verse VI – Another very difficult verse.

Verse VII – Easy, except for the participle.

Verse VIII – A gerund, but otherwise easy.

Verse IX - A purpose clause in the subjunctive.

Verse X – Two more purpose clauses and a gerund.



ANSWER KEY



GRAMMAR NOTES FOR VOCABULARY AND PARSING

Abbreviations

Cases: Nominative	nom.
Genitive	gen.
Dative	dat.
Accusative	acc.
Ablative	abl.

Gender: Masculine	M. or <i>m.</i>
Feminine	F. or <i>f.</i>
Neuter	N. or <i>n.</i>
Common	C. or <i>c.</i>

Number: Singular	S.
Plural	Pl.

Person	P.
--------	----

prep. w/acc.	preposition with accusative
adj.	adjective
intr.	intransitive (a verb that doesn't take a direct object in acc. case)
dep.	deponent verb (a verb with passive forms and active meanings)

Verbs are indicative mood, active voice unless otherwise indicated. The 4th principal part ends in **us**, if the verb is transitive (takes a direct object in the acc. case), and ends in **um** if it is intransitive. The number of the conjugation is not indicated since it can be determined by the first two principal parts.

The vocabulary for each selection is ordered according to parts of speech:
nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections.

Vocabulary words are not repeated within an individual piece but are repeated from piece to piece.

NOTES ON SELECTIONS

The selection of these pieces was based on historical significance, beauty, and singability for the average person.

The translations of the four prayers, and the *Gloria*, *Agnus Dei*, *Sanctus*, and *Ave Maria* are the standard English translations, which in fact are very literal.

Verses 1 and 3 and the refrain of the *Adeste Fideles* are the standard English translation, but verse 2 is a literal translation.

Resonet in Laudibus, *Gaudeamus Igitur*, *Ave Verum Corpus* and *Stabat Mater* are literal translations.

An assignment for advanced students would be to write their own poetic translations for these pieces.

DONA NOBIS PACEM



Dona	nobis	pacem.	Grant us peace.
<i>Give</i>	<i>to us</i>	<i>peace</i>	

vocabulary drill

parse

1. dona	_____ dono, are, avi, atus _____	_____ imperative _____
2. nobis	_____ nos, nostri _____	_____ dat., Pl., indirect object of <i>dona</i> _____
3. pacem	_____ pax, pacis _____	_____ acc., S., direct object of <i>dona</i> _____

vocabulary	
1. pax, pacis	<i>peace</i>
2. dono, donare, donavi, donatus	<i>to present, grant, bestow</i>
3. nos, nostri	<i>we, us</i>

CHRISTUS VINCIT

Christus	vincit,	Christ conquers,
<i>Christ</i>	<i>conquers</i>	

Christus	regnat,	Christ reigns,
<i>Christ</i>	<i>reigns</i>	

Christus,	Christus	imperat.	Christ, Christ rules.
<i>Christ</i>	<i>Christ</i>	<i>rules</i>	

vocabulary drill

parse

1. Christus	_____ Christus, i _____	_____ nom., S., subject _____
2. vincit	_____ vinco, vincere, vici, victus _____	_____ 3 rd P., S., present tense _____
3. regnat	_____ regno, regnare _____	_____ 3 rd P., S., present tense _____
4. imperat	_____ impero, imperare _____	_____ 3 rd P., S., present tense _____

vocabulary	
1. Christus, i	<i>Christ</i>
2. vinco, vincere, vici, victus	<i>to conquer</i>
3. regno, are, avi, atus	<i>to reign, to be a king</i>
4. impero, are, avi, atus	<i>to rule, govern, command</i>



SIGNUM CRUCIS

In	nomine	Patris	<u>In the name of the Father</u>
in	name	of Father	
et	Filii		<u>and the Son</u>
and	of Son		
et	Spiritūs	Sancti.	<u>and the Holy Spirit.</u>
and	of Spirit	Holy	

vocabulary drill

parse

1. In	<u>in</u>	<u>preposition with ablative</u>
2. nomine	<u>nomen, nominis</u>	<u>ablative, S., object of prep. in</u>
3. Patris	<u>pater, patris</u>	<u>genitive singular</u>
4. et	<u>et</u>	<u>conjunction</u>
5. Filii	<u>filius, i</u>	<u>genitive singular</u>
6. Spiritūs	<u>spiritus, ūs</u>	<u>genitive singular</u>
7. Sancti	<u>sanctus, a, um</u>	<u>gen. S., adj. agrees with Spiritūs</u>

vocabulary

1. nomen, nominis, n.		name
2. pater, patris		father
3. filius, i		son
4. spiritus, ūs, m.		spirit
5. sanctus, a, um		holy, saint
6. in	prep. w/abl.	in, on
7. et	conjunction	and

GLORIA PATRI



Gloria <i>glory</i>	Patri <i>to Father</i>	et <i>and</i>	Filio <i>to Son</i>	_____ Glory be to the Father and to the Son _____
et <i>and</i>	Spiritui <i>to Spirit</i>	Sancto, <i>Holy</i>		_____ and to the Holy Spirit, _____
sicut <i>as</i>	erat <i>it was</i>	in principio, <i>in beginning</i>		_____ as it was in the beginning, _____
et <i>both</i>	nunc <i>now</i>	et <i>and</i>	semper, <i>always</i>	_____ is now and ever shall be, _____
et <i>and</i>	in <i>into</i>	saecula <i>ages</i>	saeculorum. Amen. <i>of ages</i>	_____ world without end. Amen. _____

vocabulary drill

parse

1. gloria	gloria, ae _____	nominative singular, subject _____
2. Patri	pater, patris _____	dat., S., indirect object of unstated verb <i>be given</i> _____
3. Filio	filius, i _____	dat., S., indirect object of unstated verb <i>be given</i> _____
4. Spiritui	spiritus, ūs _____	dat., S., indirect object of unstated verb <i>be given</i> _____
5. Sancto	sanctus, a, um _____	dative singular, agrees with <i>Spiritui</i> _____
6. sicut	sicut _____	conjunction _____
7. erat	sum, esse, fui, futurus _____	3 rd person singular, imperfect tense _____
8. in	in _____	preposition with ablative _____
9. principio	principium, i _____	ablative singular, object of prep. <i>in</i> _____