

► EXERCISE 6 ANSWERS

1. The farmer loves the land.
2. *Āthlēta aquam amat.*
3. The sailor loves (his) daughter.
4. *Poēta Rōmam amat.*
5. The farmer cares for (is taking care of) the land.
6. *Lupa puellam cūrat.*



TEACHING TIP

The teacher may start the class in Latin by saying *Salvēte, discipulī et discipulae!* and by teaching the students to say in return *Salvē, magister (magistra)!*

ORAL EXERCISE 3

This exercise may be used anytime after the students have learned the use of the accusative case or after Exercise 6.

Use one of the CPOs to put on display the forms *amō* and *cūrō*, and explain that they are in the first person singular, and how this differs from the third person singular learned in this chapter. Ask individual students to make sentences with them using the words they have learned.

Then tell the students that *nōn* means “not” and ask them to make similar sentences with *nōn amō* and *nōn cūrō*.

Examples:

(*nōn*) *amō terram, filiam, aquam, lupam, āthlētam*

(*nōn*) *cūrō terram, filiam, puellam*

PAGE 13

Standards 1.2, 4.1

Oral Exercises 4, 5, 6, and Dictation



TEACHING TIP

Have students read the dialogue aloud. This will help to build their pronunciation skills.

TRANSLATION OF THE LATIN CONVERSATION

Mary, Helen, and Christy are students.

Mary: Hello, Helen and Christy!

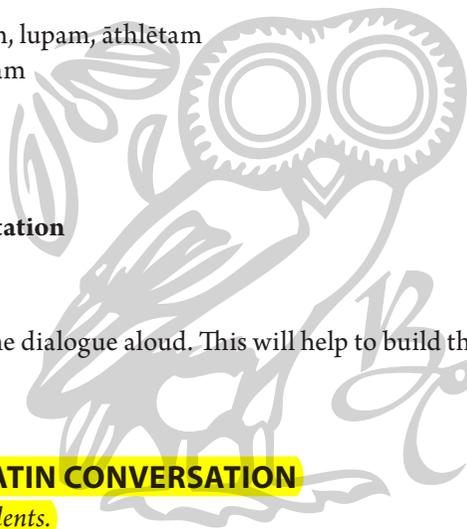
Christy: Hello, Mary!

Helen: Hello, Mary!

Mary: How are you, Helen? How are you, Christy?

Helen and Christy: Well. How are you doing, Mary?

Mary: Very badly.



© Bolchazy-Carducci Publishers, Inc.

www.BOLCHAZY.com

©2016 Bolchazy-Carducci Publishers, Inc. this sample was created

for Texas Proclamation 2016 Adoption preview not for distribution.

This document expires on July 31, 2017.

Helen and Christy: Why?

Mary: I fear the Latin language.

Helen: I love the Latin language.

Christy: And I love the Latin language!

ORAL EXERCISE 4

This exercise may be used after the Latin dialogue has been presented.

Instruct the students to say “hello” in Latin to the student next to them. Divide the class into two parts. Tell one part to greet the other part using the plural greeting and vice versa. Do the same type of activity when saying “goodbye.” You may wish to make greeting the class in Latin and saying “goodbye” in Latin a part of a daily routine.

Divide the students into pairs in which one person will ask how his/her partner is in Latin, and the other will answer.

ORAL EXERCISE 5

This exercise may be used after the Latin dialogue has been presented.

Tell the students that the particle *-ne* is added to the first syllable of a word that introduces a question. Then ask the following questions about the dialogue between Mary, Helen, and Christy. Individual students may answer orally, or the entire class may write the answers as the teacher asks them orally. The teacher should explain that the form *valēs* in the greeting *Quōmodo valēs?* is in the second person, which means “you.” The third person form (referring to “her,” “him,” or “it”) is *valet*. So the phrase “How is s/he doing” would be *Quōmodo valet?* The third person of *amō* is *amat*, and the third person of *timeō* is *timet*.

1. **Teacher:** Quōmodo Christina valet? **Student(s):** Christina bene valet.
2. **Teacher:** Quōmodo Maria valet? **Student(s):** Maria pessimē valet.
3. **Teacher:** Cūr (*why*) Maria pessimē valet? **Student(s):** Maria timet linguam Latīnam.
4. **Teacher:** Amatne linguam Latīnam Helena? **Student(s):** Helena linguam Latīnam amat.
5. **Teacher:** Linguamne Latīnam amat Christina? **Student(s):** Christina linguam Latīnam amat.

ORAL EXERCISE 6 AND DICTATION

This combined exercise may be used to conclude the chapter or at any time after the students have learned the accusative case and chapter vocabulary.

Dictate the following sentences to the students. Then ask them to make the following changes either orally or in written form, at the discretion of the teacher.

1. **Teacher:** Agricola terram amat. (change the direct object into plural)
Student: Agricola terrās amat.
2. **Teacher:** Lupa puellam cūrat. (change the direct object into plural)
Student: Lupa puellās cūrat.
3. **Teacher:** Athlēta puellās amat. (change the direct object into singular)
Student: Athlēta puellam amat.
4. **Teacher:** Filia terrās amat. (change the direct object into singular)
Student: Filia terram amat.