



TEACHING TIP

Encourage students to draw their own family tree or a fictional family tree, if this seems preferable, and to label each person in the real or fictional family with a Latin name.

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Standards 1.2, 4.1

Oral Exercises 4, 5, 6, and Dictation

TRANSLATION OF THE LATIN CONVERSATION

Mark is a new student.

Mary: Hello (everybody)! How are you?

Helen and Christy: We are well.

Mark: Hello (everybody)!

Mary: Hello! What is your name?

Mark: My name is Mark. What is your name?

Mary: My name is Mary. Where are you from?

Mark: I come from California. Where are you from?

Mary: I am American.

Mark: I also am American. But where do you come from?

Mary: I come from Washington DC.

Helen: And I come from Washington DC.

Christy: And I come from Washington DC.

Mark: Certainly. Our school is in Washington DC.

ORAL EXERCISE 4

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

Divide the students into pairs in which one will ask what his/her partner's name is in Latin, and the other will answer, and vice versa. Repeat the same with a question about each student's origin.

ORAL EXERCISE 5

This exercise may be used anytime after the students have learned the present tense or as a review exercise at the end of chapter 2.

Ask the students to change the following forms into plural, if they are in singular, and into the singular, if they are in plural. When the teacher says the first form, the student should repeat it and then orally supply the changed form.

Teacher: parās

Student: parātis

Teacher: dēbēs

Student: dēbētis

Teacher: vocātis

Student: vocās

Teacher: habitant

Student: habitat

Teacher: vident

Student: videt

Teacher: ambulat

Student: ambulant

Teacher: vidēmus

Student: videō

Teacher: expectātis

Student: expectās

Teacher: amō

Student: amāmus

Teacher: tenēmus

Student: teneō