

## ► EXERCISE 7 ANSWERS

1. amīce
2. agrīs
3. filium
4. amīcī
5. amīcō

### ORAL EXERCISE 3

This exercise may be used anytime after the vocative case has been presented.

The teacher assigns the students different roles and names. Then the students greet each other with *Salvē*, ... and a vocative.

Here are some of the possible roles and names in the nominative and the vocative.

|                 |                 |                  |                  |
|-----------------|-----------------|------------------|------------------|
| <i>filius</i>   | <i>filī</i>     | <i>āthlēta</i>   | <i>āthlēta</i>   |
| <i>filia</i>    | <i>filia</i>    | <i>Aeschinus</i> | <i>Aeschine</i>  |
| <i>puer</i>     | <i>puer</i>     | <i>Dēmea</i>     | <i>Dēmea</i>     |
| <i>puella</i>   | <i>puella</i>   | <i>Mārcus</i>    | <i>Mārce</i>     |
| <i>agricola</i> | <i>agricola</i> | <i>Marīa</i>     | <i>Marīa</i>     |
| <i>nauta</i>    | <i>nauta</i>    | <i>Christīna</i> | <i>Christīna</i> |
| <i>poēta</i>    | <i>poēta</i>    | <i>Helena</i>    | <i>Helena</i>    |
| <i>vir</i>      | <i>vir</i>      |                  |                  |

If the students want to have Latin names, this exercise may be done with the names they have chosen for themselves.

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Standards 1.1, 2.2, 4.1



### TEACHING TIP

The teacher should stress that prepositions and prepositional phrases are a fundamental part of English, even though there are no case endings in English. Give a number of examples in English.

The teacher should also stress that the case that goes with a given preposition must be learned as a part of the Vocabulary to Learn.



### TEACHING TIP

The teacher should choose whether to indicate briefly to students that *domī* is the locative case or wait until this form is learned. The irregular declension of *domus* and a brief explanation of the locative form *domī* is on p. 306 (SE).

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