

► 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>Christina</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.

PAGE 39

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).

©2016 Bolchazy-Carducci Publishers, Inc. this sample was created for Texas Proclamation 2017 adoption preview not for distribution. This document will expire May 31, 2017.