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Standards 3.1, 4.1

Oral Exercise 3



TEACHING TIP

Encourage students to see that the endings on first and second declension adjectives are the same endings used on first and second declension nouns.

ORAL EXERCISE 3

This exercise may be used after Exercise 6 or anytime after adjectives of the first and second declensions have been presented.

Use one of the CPOs to put the following adjectives on view, explaining that *parvus* is a new word.

iustus, iusta, iustum – legitimate, open, just

malus, mala, malum – bad

magnus, magna, magnum – large, great

parvus, parva, parvum – small

bonus, bona, bonum – good

Also list the following interrogative phrases:

Quālis est . . . ? “Of what sort is . . . ?” (Of singular masculine and feminine things)

Quāle est . . . ? “Of what sort is . . . ?” (Of singular neuter things)

Quālēs sunt . . . ? “Of what sort are . . . ?” (Of plural masculine and feminine things)

Quālia sunt . . . ? “Of what sort are . . . ?” (Of plural neuter things)

The teacher should first explain that the answer to these questions is always an adjective. The students may now orally answer the following questions using one of the five adjectives provided (in most cases more than one of these adjectives can be appropriate). In their answers the students should repeat the *est* or *sunt* in the questions. The teacher may also explain—though this is not necessary at this point—that these answers involve the predicate use of the adjective, a concept to be explained in more detail later.

1. **Teacher:** *Quālēs sunt amīcī?*

Student: *Amīcī sunt iūstī/bonī/magnī/mali/parvī.*

2. **Teacher:** *Quāle est bellum?*

Student: *Bellum est iustum/magnum/bonum/malum/parvum.*

3. **Teacher:** *Quālia sunt castra?*

Student: *Castra sunt magna/parva.*

4. **Teacher:** *Quālis est Fābricius?*

Student: *Fābricius est iustus/magnus/bonus/malus/parvus.*

5. **Teacher:** *Quāle est venēnum?*

Student: *Venēnum est malum.*

6. **Teacher:** *Quālēs sunt agrī?*

Student: *Agrī sunt bonī/magnī/mali/parvī.*

7. **Teacher:** *Quālēs sūnt agricolae?*

Student: *Agricolae sunt iūstī/bonī/magnī/mali/parvī.*

8. **Teacher:** Quālēs sunt poētae?

Student: Poētae sunt iūstī/bonī/magnī/mali/parvī.

9. **Teacher:** Quālis est āthlēta?

Student: Āthlēta est magnus/parvus/bonus/malus/iūstus.

10. **Teacher:** Quālis est casa?

Student: Casa est magna/parva/bona/mala.

11. **Teacher:** Quālis est fābula?

Student: Fābula est magna/parva/bona/mala.

12. **Teacher:** Quālēs sunt rīvī?

Student: Rīvī sunt magnī/parvī.



TEACHER BY THE WAY

By the way, the word “quality” is based on the Latin word *quālis*.

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Standards 1.1, 1.2, 2.1, 3.1, 3.2

Workbook Exercises 4, 5, 7



TEACHING TIP

Instruct the students to repeat aloud the forms of *iūstus*, *iūsta*, *iūstum* after the teacher models the pronunciation of the words. Then encourage the students to create a rap, cheer, or song to help them remember the forms. Alternatively, use Bolchazy-Carducci’s *Toga Beats*.

► EXERCISE 5 ANSWERS

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| 1. In magnīs castrīs sum. | I am in the large camp. |
| 2. Magnōs filiōs habēmus. | We have great (important) sons. |
| 3. Magnum bellum valdē timēmus. | We exceedingly fear a great war. |
| 4. Magna praemia dēbēs. | You owe great rewards. |
| 5. Magnam casam magnae poētae cūrāmus. | We take care of the large house of the great poet. |
| 6. Magnus agricola ad magnum rīvum ambulat. | A great farmer walks to the large river. |

► EXERCISE 6 ANSWERS

1. iūstis praemiīs
2. agrō magnō
3. bellum malum
4. nauta armātus/nautārum armātorum
5. poētis praeclārīs
6. vinculum malum

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