



TEACHING TIP

The teacher may wish to point out that the reason for learning all genders of the nominative singular of an adjective is comparable to the reason why students must learn not just the nominative singular of a noun, but also its genitive singular.

In dictionary entries for adjectives such as *iūstus*, in which there is no change in the base, often the masculine form is followed just by the endings for the feminine and the neuter. In the case of *pulcher*, *miser*, and similar words, the three forms should always be written in full in order to avoid errors and to make clear how the base of the word is joined to the endings throughout all the cases.



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Instruct the students to repeat aloud the forms of *pulcher* 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*.



TEACHING TIP

The teacher may wish to have the students compare the chart that includes the forms of *pulcher* on this page with the chart that shows the forms of *iūstus* on p. 64 (SE). Encourage students to see how little difference there is between the two.

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Oral Exercise 4; Workbook Exercise 3

ORAL EXERCISE 4

This exercise may be used as a review exercise at the end of chapter 5 or anytime after *-er* adjectives have been presented.

Use one of the CPOs to put on view “*Quālis est . . . ?*” explaining that the phrase means “What kind of . . . is s/he/it?” and that it requires an answer with an adjective and the verb *est* (“is”). The teacher may want to use only masculine and feminine forms, in order to avoid the neuter *Quāle est . . . ?* Then put on view the following adjectives that have been learned recently. *Parvus*, used in chapter 4, may again be added.

armātus, armāta, armātum – armed	malus, mala, malum – bad
bonus, bona, bonum – good	praeclārus, praeclāra, praeclārum – famous, distinguished
longus, longa, longum – long	pulcher, pulchra, pulchrum – beautiful, nice
magnus, magna, magnum – big	miser, misera, miserum – wretched

Afterward, the teacher may ask the students questions containing the phrase *Quālis est . . . ?* The students should be encouraged to ask the teacher to repeat the question any number of times, if they do not understand the sentence immediately or recall all of its words. Repetition is beneficial. In fact, the teacher can teach them to ask in Latin for the question to be repeated. They can say such phrases as *Repete, sis*, “Please, repeat!” or *Nōn intellegō*, “I don’t understand.”

The following are samples for such questions and answers:

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