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Standards 1.1, 1.2, 3.1, 3.2, 4.1, 5.1

Workbook Exercises 4, 5

### ► EXERCISE 4 ANSWERS

1. (Utinam) hī equitēs urbem ingentem nostram defēndant!
2. (Utinam) hī equitēs portam nostram ligneam defēnderent!
3. (Utinam) hī equitēs pontem ligneum invēnissent!
4. (Utinam) nē custōdem improbum inveniās!
5. (Utinam) nē custōdem improbum timērēs!
6. (Utinam) nē custōdem improbum recēpissēs!



### TEACHING TIP

It may prove beneficial before introducing the indirect question to review quickly these interrogative words. Remind students that many Latin interrogative words, i.e., question words, begin with a “q.”

*cūr* – why?

*quandō* – when?

*quantus, a, um* – how great?

*quī, quae, quod* – which? what? (interrogative adjective)

*quis, quid* – who? what? (interrogative pronoun)

*quōmodo* – how?

*ubi* – where?

Students may also need to look at the forms of the interrogative pronouns and adjectives in order to refresh that knowledge in their minds.

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Oral Exercise 3

### ORAL EXERCISE 3

*This exercise may be used after indirect questions have been presented.*

The teacher should use the preferred CPO to show these questions and then divide the class into two groups. Individual students of the first group will read each of the questions. The teacher will ask individual students of the second group: *Quid rogat Mārcus?*, thus ensuring the use of indirect questions in the answers. Finally the teacher will ask *Quid rogavit Mārcus?* in order to exercise the sequence of tenses.

Venitne agmen?

Quis stat in ponte?

Quam multi hostēs vērunt?

Quī fuērunt victōrēs?

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