



TEACHING TIP

More information on Alexander the Great can be found in *Latin for the New Millennium*, Level 2, on pp. 374–376 (SE). In this teacher’s manual there is also more about Alexander the Great on p. 430.

After the twelfth century epic *Alexandrēis* was produced, it was read in the schools in addition to Vergil’s *Aeneid*. Ask the students to discuss briefly the travels of Alexander the Great and then to consider the travels of Aeneas. Open a class discussion by asking the students to compare and contrast the places that Alexander and Aeneas visited, the purposes behind their travels, and the leadership characteristics of the two men.

It may help the students to see the locations of Alexander’s travels. The students might be asked to find these places on the map on p. xxxii–xxxiii of Level 1. If the students do not have access to a Level 1 book, the map from these two pages is available in a downloadable format at www.lnm.bolchazy.com. The same type of map but coordinated to the post-antique world instead of the ancient world is located on p. xxviii–xxix of the Level 2 book and a downloadable version of this map is available at the same website. The travels of Aeneas are traced on the map on p. 187 of Level 1.

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Standards 1.1, 1.2, 3.1, 3.2, 4.1

Oral Exercise 2

► EXERCISE 5 ANSWERS

1. Nōn sciēbam ā quō esset hoc ōrātum.
I did not know by whom this had been asked.
2. Rogābam ā quō māne essētis iūncti.
I was asking by whom you (plural) had been joined in the morning.
3. Rogābam cūr agrī essent occupātī.
I was asking why the fields had been occupied.
4. Sciēbātisne quā viā essent agmina ducta?
Did you know by what road the marching columns had been brought?

ORAL EXERCISE 2

This exercise may be used anytime after indirect commands have been presented.

The teacher will address indirect commands to individual students. Upon hearing the command, the student will physically perform or mimic the action. Then the teacher will ask the question *Quid tē ōrāvī?* to which the student will have to answer using the sequence of tenses, changing the person, as well as the necessary pronouns.

Ōrō ut dextram mihi dēs. . . . Quid tē ōrāvī? Ōrāvistī ut dextram tibi darem.

Ōrō ut cōgitēs. . . . Quid tē ōrāvī? Ōrāvistī ut cōgitārem.

Ōrō ut discēdās. . . . Quid tē ōrāvī? Ōrāvistī ut discēderem.

Ōrō ut exclāmēs. . . . Quid tē ōrāvī? Ōrāvistī ut exclāmārem.

Ōrō nē sedeās. . . . Quid tē ōrāvī? Ōrāvistī nē sedērem.

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