

ahead of its time. Of his extant biographies, the one of his friend Atticus, to whom he dedicated the *Dē virīs*, is the best and most complete. (A selection from the *Life of Atticus* accompanies each chapter of *Latin for the New Millennium*, Level 2. At the end of the fifteen chapters are found ten additional selections. Collectively, these twenty-five selections constitute 264 lines of unadapted classical Latin.)

Living during the time of Cicero and Vergil, Nepos did not enjoy their reputation. His plain prose is often considered inferior to the more stylized writing of his contemporaries. However, Nepos's innovative approach to biography influenced writers for decades afterward and his easily readable Latin makes him one of the best authors for a student embarking on reading unadapted Latin for the first time.

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Standards 1.1, 1.2, 2.1, 3.2

### TRANSLATION OF THE FAMILY OF ATTICUS

Titus Pomponius Atticus, descended from the remotest (i.e., most ancient) origin of Roman stock, held the social position of a knight which was received (i.e., inherited) without interruption from (his ancestors). He enjoyed a diligent father and, as the times then were (i.e., according to the standards of those days), a rich (one) and especially interested in literature. As he loved literature himself, he educated (his) son with all kinds of learning with which the period of boyhood ought to be provided.

### HOW TO USE THIS BOOK

Since this is the first piece of unadapted Latin that the students meet, teachers should explain this page's format and how to read unadapted Latin. Students should be instructed to read the English section above the Latin passage first and then the teacher may wish to ask students what information they should anticipate seeing in the Latin passage itself. The **Vocabulary** below the Latin passage in the left hand column does not need to be learned but is listed to help the student understand the passage. Across from the **Vocabulary** column are the **Reading Notes**. These columns are set up so that the student will be able to read from left to right looking from the **Vocabulary** column across to the **Reading Notes** column. In this way the students will see all the information they will need to comprehend each line of the passage.

For the first few unadapted Atticus passages, depending on the ability level of the class, teachers might do the Atticus readings as an in-class, teacher-led activity. As students' confidence with the unadapted Latin grows, teachers may assign the Atticus passages for preparation at home.



### TEACHING TIP

The teacher may choose to ask the following questions as the students read the Latin passage in order to help the students understand the passage or to assess their progress.

Line 1: What does the cognomen *Atticus* tell about the man? Answer: He lived in Athens for many years.

Line 2: What is the grammatical form and use of *generatus* in line 2? Answer: perfect passive participle modifying *Atticus*.

Line 4: To whom does *hic* refer? Answer: Atticus's father.