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### TEACHER BY THE WAY

Line 3: *ūniversīs Athēniēnsibus* is dative after *cārissimus*. Since the students have seen this construction several times now, the teacher may choose to start holding the students responsible for knowing about the dative after adjectives and may ask this as a question when the students are reading the Latin passage on p. 86.

Line 4: Of the three meanings given in the vocabulary for *grātiām* (grace, favor, winning character), the best translation for this context would be “winning character.”

Line 5: *eōrum* refers to the Athenians.

Line 7: *iīs = eīs*. This alternate form is often found in the dative and ablative plurals. The construction is an ablative of separation.

Line 8: *dictum esset* is a comparative clause after *longius*.

Line 9: Supply *Athēniēnses* to go with *ūniversōs*.

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Standards 1.1, 1.2, 3.1, 3.2, 4.1

### ANSWERS TO QUESTIONS ABOUT THE TEXT

1. Atticus in peregrinātiōne rēs suās Athēnās trāiēcit, nē illa peregrinātiō dētrimentum aliquod afferret reī familiārī.
2. Atticus magnam partem fortunārum suārum Athēnās trāiēcit.
3. Ūniversī Athēniēnsēs Atticum sibi cārissimum esse sentiēbant.
4. Magna in Atticō adulēscentulō grātia erat.
5. Atticus inopiam Athēniēnsium publicam suīs opibus levāvit.
6. Ita. Necessē erat Athēniēnsibus versūram publicē facere.
7. Cum Athēniēnsēs versūram facere publicē dēbērent neque eius condiōnem aequam habērent, Atticus sē interposuit.
8. Atticus ūsūram ab Athēniēnsibus numquam accēpit.
9. Frūmentō Atticus ūniversōs Athēniēnsēs dōnāvit.

### TRANSLATION OF THE CONTINUATION OF THE LATIN CONVERSATION

**Mark:** Good. I have read <it>. What have you learned?

**Helen:** I have learned that there was a winning character in Atticus (i.e., Atticus had a winning character).

**Christy:** I have learned that the Athenians' lack of resources was alleviated by Atticus.

**Mary:** I have learned that the Athenians were provided with grain by Atticus. But I ask you, Mark, what have you learned.

**Mark:** I have learned that I ought to read more often.

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