

Line 4: *fuisse* is the infinitive verb of indirect statement after *intellegi* (line 3).

Line 6: *afflictis* is dative after the compound verb *succurrit*.

Line 7: *coluerit* is in the subjunctive mood because of the causal sense of the relative clause which serves as an explanation of the previous statements. A relative clause that implies something about its antecedents (such as cause, concession, intention, quality, etc.) in addition to merely describing them will often have its verb in the subjunctive. The teacher, of course, may decide whether or not to explain this to students at this point.

Line 9: *quam* = *aliquam* (after *si*, *nisi*, *num*, and *nē*, all the *ali*'s fall away).

*Idem* means "That same man" and refers to Atticus.

Line 10: *immortali memoriā* is an ablative of means.

Line 12: *ut . . . videatur* is a result clause.

Line 13: *Sui cuique mōrēs fingunt fortūnam hominibus* translates literally "To each one's own character fashions fortune for men."



### TEACHING TIP

Encourage the students to discuss the attitude of Atticus toward his debtors, i.e., he remembered his deeds as long as the recipient showed his gratitude (line 11). (One then understands that he forgot his kindnesses when they were not grateful.) Is this a praiseworthy attitude? How do the students (or people in general) react in such circumstances? Do they complain about ingratitude or consider the "doing" more important, etc.?

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### ANSWERS TO COMPREHENSION QUESTIONS

1. Atticus cōnātus est quam plūrimis auxiliō esse/quam plūrimōs adiuvāre.
2. Nepōs dicit esse difficile nec necessārium omnia persequī.
3. Liberālitās Atticī nōn fuit temporāria nec callida.
4. Atticus hominēs afflictōs semper adiuvābat.
5. Atticus post mortem Brūti Servīliam valdē coluit.
6. Atticus inimicitias nōn gerēbat. Nam iniūriās oblīvīscī quam ulcīscī mālēbat; beneficia aliōrum memoriā immortālī servābat; beneficia ā sē tribūta meminerat tam diū quam homō quī accēpit.
7. Atticus optimōs mōrēs habēbat et ideō bonam fortūnam.



### TEACHING TIP

The activity presented in Exercise 1 on p. 393 can be replicated throughout the course of the readings from the *Life of Atticus*. Students can be divided into groups to prepare an interview between Nepos and any one of the significant individuals encountered in the selections. For example, Nepos would be interviewing Fulvia (Atticus 1) about how Atticus helped her. Other possibilities for Nepos's interviews would be Antony (Atticus 3), Agrippa (Atticus 4), the architect Tamphilus (Atticus 5) about Atticus's home, Cicero (Atticus 7), and Augustus (Atticus 9). The interviews could be conducted in English or for stronger students in Latin.