

Line 13: Grammatically identify (i.e., parse) *dēsīderat*. Answer: present active indicative, third person singular.

What is the case of *bonī*? Answer: nominative plural.

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### TEACHER BY THE WAY

Line 9: *familiā . . . optimā* and *<familiā> . . . mediocrī* are ablatives with *ūtor*, here *ūsus est* in line 8.

*sī . . . est* is the protasis of a present general/simple condition.

Line 10: Here *puerī* means “slaves.”

Line 11: *ut . . . esset* is a result clause; the literal translation is “so that there was not anyone, not even a manservant.”

*utrumque* refers to which of two things, here *anagnōstae* and *librāriī*.

Line 12: *parī modō* is an ablative adverbial expression meaning “in an equal way.”

Line 13: Supply *erat* with *ēlegāns*. He (i.e., Atticus) was tasteful.

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### ANSWERS TO COMPREHENSION QUESTIONS

1. Atticus nōn fuit melior cīvis quam pater familiās.
2. Atticus nōn amābat rēs novās emere et rēs novās aedificāre.
3. Bona domus Atticō erat ab avunculō relicta. Erat in colle Quirīnālī. Erat circā domum pulchra silva. Ipsa domus erat antiquitus cōstitutā et habēbat in sē plūs salis quam sūmptūs.
4. Atticus tantum rēs nimis vetustās domī mūtāre cupiēbat.
5. Omnēs Attici servī erant litterātī et bonī.



### TEACHING TIP

Teachers might refer students to Level 1, pp. 383–86 where they learned about the Library of Celsus in Ephesus. Teachers can consult p. 383 in the Level 1 Teacher’s Manual for background on the city of Ephesus.

The description of Atticus’s house and the photograph of the Roman house in Ephesus provide the opportunity to review the components of the Roman home. Refer students to the diagrams on p. 255 and p. 296 in Level 1. Teachers can quiz students with the reproducible quiz pages available on the website [www.lnm.bolchazy.com](http://www.lnm.bolchazy.com). Consider doing a diagnostic pre-test and then a post-test after reviewing the material.

Students can compare the diagrams to the excavated house at Ephesus.

For an interesting analysis of lifestyle differences, have students read Suetonius’s account of Nero’s home and compare that account with Nepos’s description of Atticus’s home.

Another assignment would be for students to research the Palatine home of Augustus and compare it to Nero’s and/or Atticus’s. Alternatively, students could present their research as an article for *House Beautiful* or *Architecture* magazines.