

Reading Latin

TEXT AND VOCABULARY

Second edition

Reading Latin, first published in 1986, is a bestselling Latin course designed to help mature beginners read classical Latin fluently and intelligently, primarily in the context of classical culture, but with some medieval Latin too. It does this in three ways: it encourages the reading of continuous texts from the start without compromising grammatical rigour; it offers generous help with translation at every stage; and it integrates the learning of classical Latin with an appreciation of the influence of the Latin language upon English and European culture from antiquity to the present.

The *Text and Vocabulary*, richly illustrated, consists at the start of carefully graded adaptations from original classical Latin texts. The adaptations are gradually phased out until unadulterated prose and verse can be read. The accompanying *Grammar and Exercises* volume supplies all the grammatical help needed to do this, together with a range of reinforcing exercises for each section, including English into Latin for those who want it. It also contains a full and detailed reference grammar at the back. For each section, a selection of Latin epigrams, mottoes, quotations, everyday Latin, word-derivations, examples of medieval Latin and discussions of the influence of Latin upon English illustrate the language's impact on Western culture.

Reading Latin is principally designed for college/university and adult beginners, but also for those in the final years of school. It is also ideal for those people who may have learned Latin many years ago, and wish to renew their acquaintance with the language. The optional *Independent Study Guide* provides a great deal of help to the student learning without a teacher.

The second edition has been fully revised and updated, with revisions to the early chapters including a new one on stories from early Roman history, and extensively redesigned to make it easier and clearer to navigate. The vocabulary has been moved into the same volume as the text and placed alongside it, so that the *Text and Vocabulary* could function as a self-standing beginner's reader independent of the whole course if desired. Moreover, a visual distinction has been made between those texts which are essential to follow the course and those which could be omitted and simply read in translation if time is very limited.

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Reading Latin Text and Vocabulary

Second edition

Peter Jones
and Keith Sidwell

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Preliminary remarks

The course: time to be taken and principles of construction

Reading Latin (Text and Vocabulary and Grammar and Exercises) is aimed at mature beginners in the sixth form (11th–12th grade), universities and adult education who want to learn classical or medieval Latin. Trials were carried out between 1981 and 1984 at a number of schools, summer schools, universities (at home and in the United States, Canada, New Zealand and Denmark) and adult education centres, and the final version of the first edition was given to the Press in September 1984.

This second edition has benefited from twenty-five years' experience with the first edition. In that time it has become clear that there was too much Plautus, and the transition from the Plautus to the Ciceronian prose of Section 4 was too abrupt. As a consequence, we have cut Plautus' *Bacchides* (old Section 2), whose plot was also found to be excessively complicated, and moved *Amphitruo*, appropriately re-written and slightly extended, back from old Section 3 to replace it; and created a brand new Section 3, concentrating on the early history of Rome. Here we tell the stories of Aeneas, Romulus and Remus, the rape of Lucretia and Hannibal, all of which played a vital part in constructing the Romans' sense of their own identity.

We have also introduced the 'momentum' principle into the *Text*, i.e. some portions of a passage appear with their translation appended, but with their full vocabulary still in the vocabulary list. This will enable the reading of the *Text* to be speeded up without depriving the teacher of the chance to home in on any lexical or grammatical features judged to need attention. However, the teacher needs to be warned that the test exercises may cover material found in the momentum sections.

We also decided to move the Running and Learning vocabularies, previously placed in the accompanying *Grammar, Vocabulary and Exercise* volume, onto the facing pages of the *Text*. Each double-page spread now contains Latin text and the vocabulary needed to translate it; and the total Latin–English vocabulary to be learned now appears at the back of the *Text* volume as well as of the *Grammar* volume. As a result, the two volumes are now called *Reading Latin: Text and Vocabulary* and *Reading Latin: Grammar and Exercises*.

Our experience strongly suggests that it takes longer to develop a reading ability in Latin than it does in Greek. Consequently, in schools and adult education, where time is restricted, *Reading Latin* should be treated as a two-year course.

In universities, on a timetable of three to four hours a week, the first year's target should be the end of Section 4, by which time most of the major grammar will have been covered, though better classes may be able to get well into Section 5.

The principles on which we constructed the course are broadly those of *Reading Greek*, with three important exceptions. First, it became clear early on that Latin needs more exercise work than Greek does, and that English into Latin restricted to the level of the phrase or single verb has an important part to play (there are also English into Latin sentences and simple prose work for those who want them). Secondly, we became convinced that if students are ever to read Latin with any confidence they must be encouraged from the very beginning to understand it, word by word and phrase by phrase, in the same order as it was written. A large number of exercises are devoted to this end. In particular, we encourage students to analyse out loud their understanding of a sentence as they translate it and to indicate what they anticipate next. Thirdly, the role of the Latin language in the development of English in particular and Western civilisation and romance languages in general is ineradicable. If we ignored that tradition, and concentrated narrowly on classical Latin, we felt that we would be depriving students of an understanding of Latin's true importance for the Western world. Consequently, while the course teaches classical Latin, the sections of *Dēliciae Latīnae* take the students into the worlds of pre-classical, post-classical, Vulgate and medieval Latin and explore Latin's influence upon English vocabulary today. All the reading material which was attached in the first edition to these *Dēliciae Latīnae* sections in the *Grammar, Vocabulary and Exercises* volume has been moved in the second edition to the end of the *Text and Vocabulary* volume, pp. 283–328. But the word-building and derivation exercises remain under the *Dēliciae Latīnae* from Sections 1B to 4E.

Methodology

Users of *Reading Greek* will be familiar with the methodology that we propose. There are two working volumes: *Text and Vocabulary (TV)* and *Grammar and Exercises (GE)*, and a support-book for those working mostly on their own (Peter Jones and Keith Sidwell, *An Independent Study Guide to Reading Latin* [second edition, Cambridge 2017]).

Note: teachers are advised to mark in their texts the new syntax and accidence that is being introduced in each section.

Step one: with the help of the running vocabularies in the *Text*, or with the teacher prompting, read and translate the appropriate section of the Latin *Text*. In the course of the translation, the teacher should draw out and formalise on the board *only the grammar that is set to be learned for that section* (this can, of course, be done before the *Text* is tackled, if the teacher so desires, but our experience suggests it is far better to let the students try to see for themselves, under the teacher's guidance, how the new grammar works).

Step two: when that is done, students should learn thoroughly the *Learning vocabulary* for the section. Words set to be learned will not be glossed in running vocabularies again, unless they occur in the *Text* with a different meaning. On p. 329 there is a total vocabulary of all words set to be learned with their full range of meanings given in this course, and a note of where they should have been learned (teachers should use this information when devising their own tests).

Step three: the grammar of the section should be reviewed and learned thoroughly from the *GE* volume, and a selection of the exercises tackled. It is extremely important to note that the exercises should be regarded as a *pool out of which the teachers/students should choose what to do, and whether in or out of class*. Teachers will note that we now regularly offer Either/Or options. Some of the simpler exercises we have already split into necessary and optional sections, but this principle should be applied to all of them. Most of these should be done and graded *out of class* (this saves much time), but the *Reading exercises* should all be done orally and the students encouraged to analyse out loud their understanding of the passage as they read it. This technique should, in time, be passed on to the reading of the *Text*. It will help you to learn if you read out the Latin of the *Text* and exercises as much as possible.

We are aware that some teachers of the first edition of the course have created online interactive exercises which have proved a success with their students, and we hope that these might eventually be made more widely available through Cambridge University Press once suitably updated. Any further developments in this respect will be announced through the webpage of the *Grammar and Exercises* volume.

Step four: use as much *Dēliciae Latīnae* (or extra reading: see note after *step five* below) as time allows or personal taste dictates.

Step five: on to the next section of the *Text*, and repeat.

Dēliciae Latīnae

Note that in the second edition, we have moved all extra reading material (real Latin – and sometimes unreal Latin – except the word-building and derivation exercises) from the *Grammar* volume to the end of this *Text*. This material includes *Dēliciae Latīnae* from sections 1B to 4C, passages of *Rēs Gestae Dīuī Augustī* and other writers in sections 4D–G, and passages of Virgil's *Aeneid* and other writers in section 5A–G. This now appears as 'Additional reading for sections 1B to 5G', pp. 283–328 of the *Text*.

Students who want to have more practice with real Latin can now flip directly to these passages, which are equipped with vocabulary and notes at the level of the sections to which they are linked. Once more, it must be stressed that these readings are not an integral part of the course, though, naturally, using them will help develop and strengthen the student's reading abilities.

After Reading Latin

There are many classical Latin readers designed for the post-beginners' stage. Three that are tied specifically to *Reading Latin* (and *Wheelock's Latin*) are Peter Jones, *Reading Ovid: Stories from the Metamorphoses* (Cambridge, 2007), Peter Jones, *Reading Virgil: Aeneid I and II* (Cambridge, 2011) and Noreen Humble and Carmel McCallum-Barry, *Myths of Rome: An Intermediate Latin Reader* (Cambridge, forthcoming). All have introductions, same-page running and learning vocabularies, grammatical help (cross-referred to *Reading Latin*, *Wheelock* and *The Oxford Latin Grammar*), commentary and discussion.

A note for medieval Latinists

Since classical Latin is the foundation on which medieval developed, and to which medieval writers consistently looked back, it is essential to start Latin studies with classical Latin. The *Dēliciae Latīnae* section offers plenty of contact with later Latin, especially the Vulgate (probably the most important Latin text ever written). You should aim to get into, and preferably complete, Section 5 of *Reading Latin*, before moving on to Keith Sidwell, *Reading Medieval Latin* (Cambridge, 1995). This consists of selections of Latin, in historical sequence in four sections, from the first to the twelfth century AD, with commentary on the cultural changes of the times. The texts are accompanied by extensive linguistic notes and, at the back, a working reference grammar of medieval Latin, and a vocabulary (or spellings) of words not found in standard classical Latin dictionaries.

Acknowledgements

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Second edition

We owe especial thanks to Professor David Langslow (University of Manchester) for thoroughly revising the grammatical Glossary and the whole Reference

Grammar, adding an important new linguistic and comparative philological element to the original descriptions.

We are extremely grateful to Professor Alison Sharrock of the University of Manchester for sharing with us the online interactive exercises she has created for her students. We hope these might eventually be made available to all users of the course through Cambridge University Press.

Peter Jones

Newcastle upon Tyne, UK

Keith Sidwell,

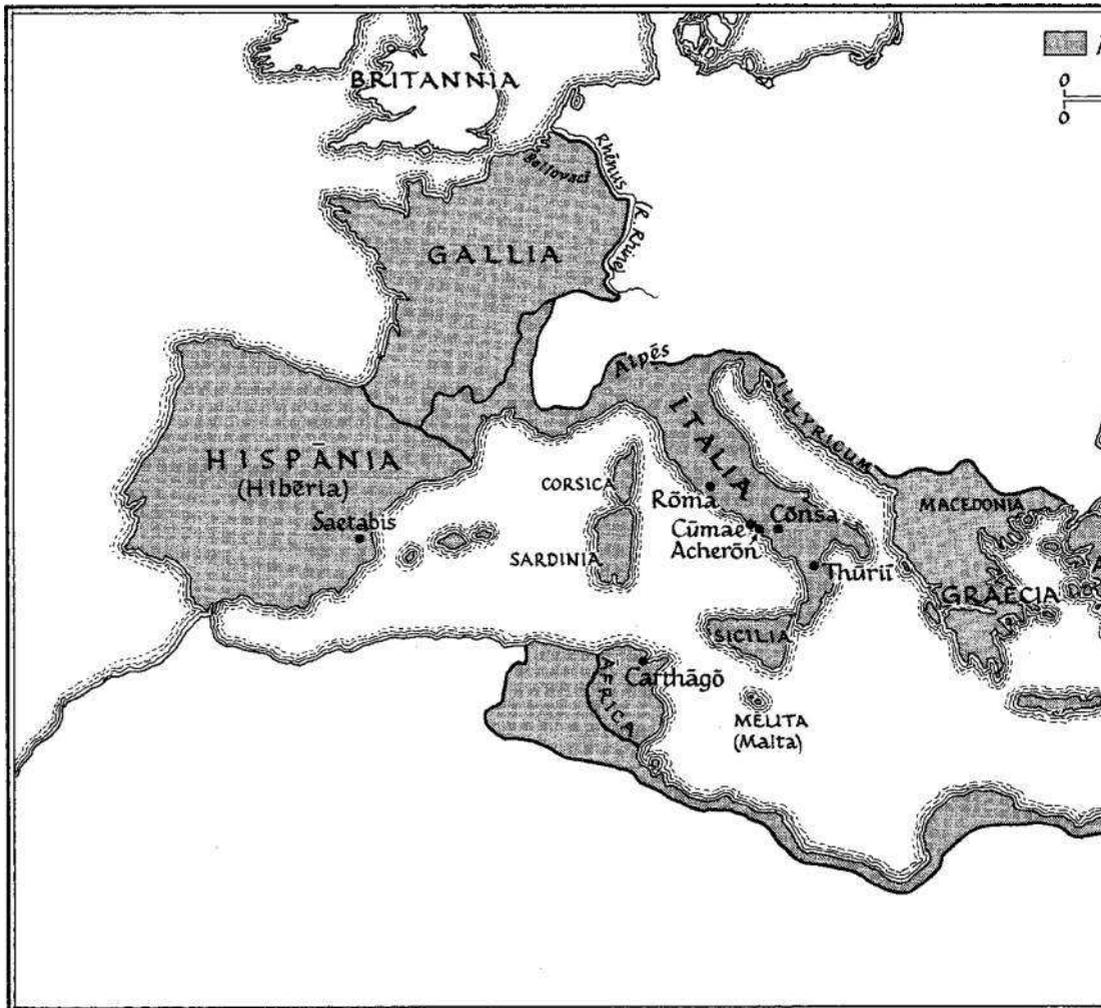
Emeritus Professor of Latin and Greek, University College Cork, and Adjunct Professor, Department of Classics and Religion, University of Calgary

Notice

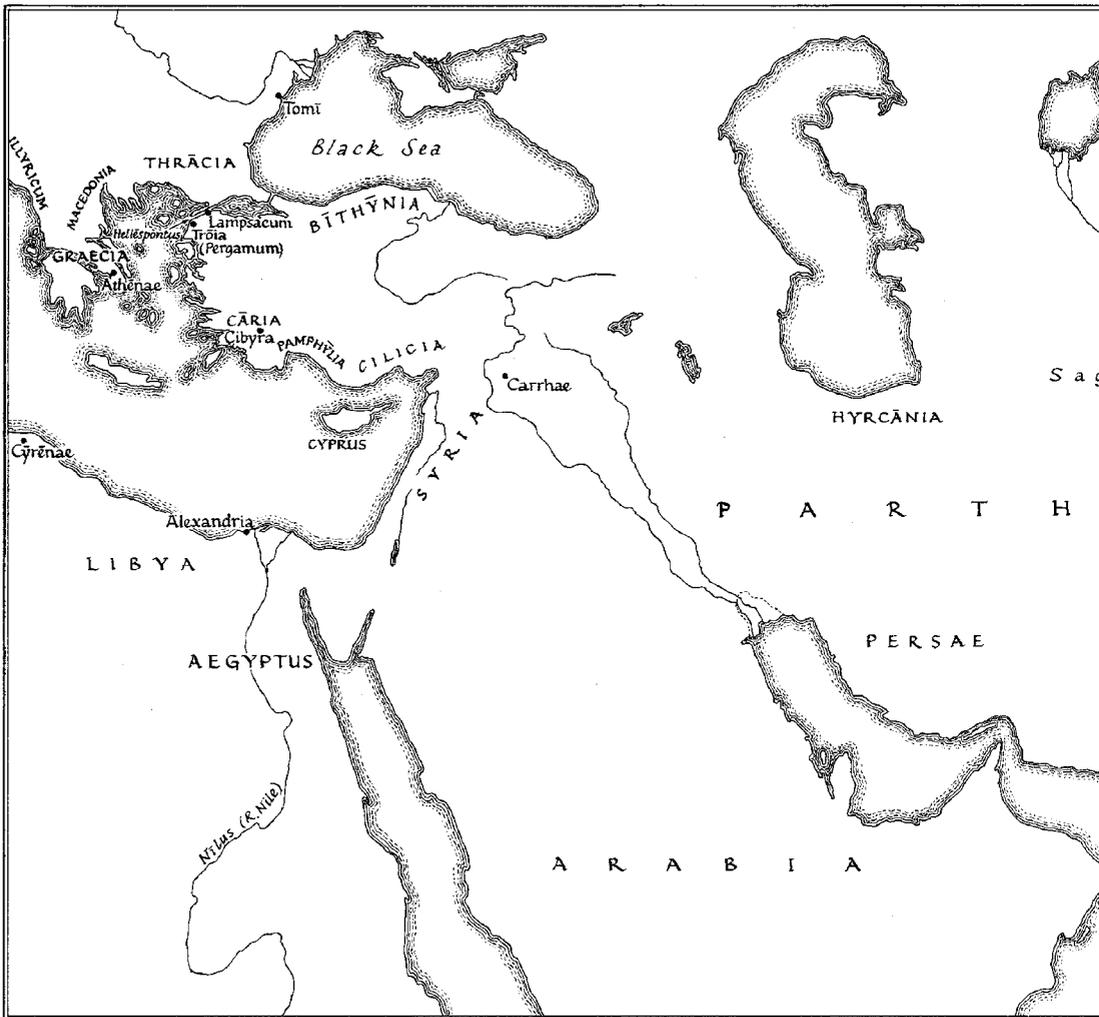
To avoid confusion, especially amongst users of *Reading Greek* (Cambridge 2nd edition 2008), it must be made clear that *Reading Latin* is the authors' private venture and has no connections with the Joint Association of Classical Teachers.

Notes

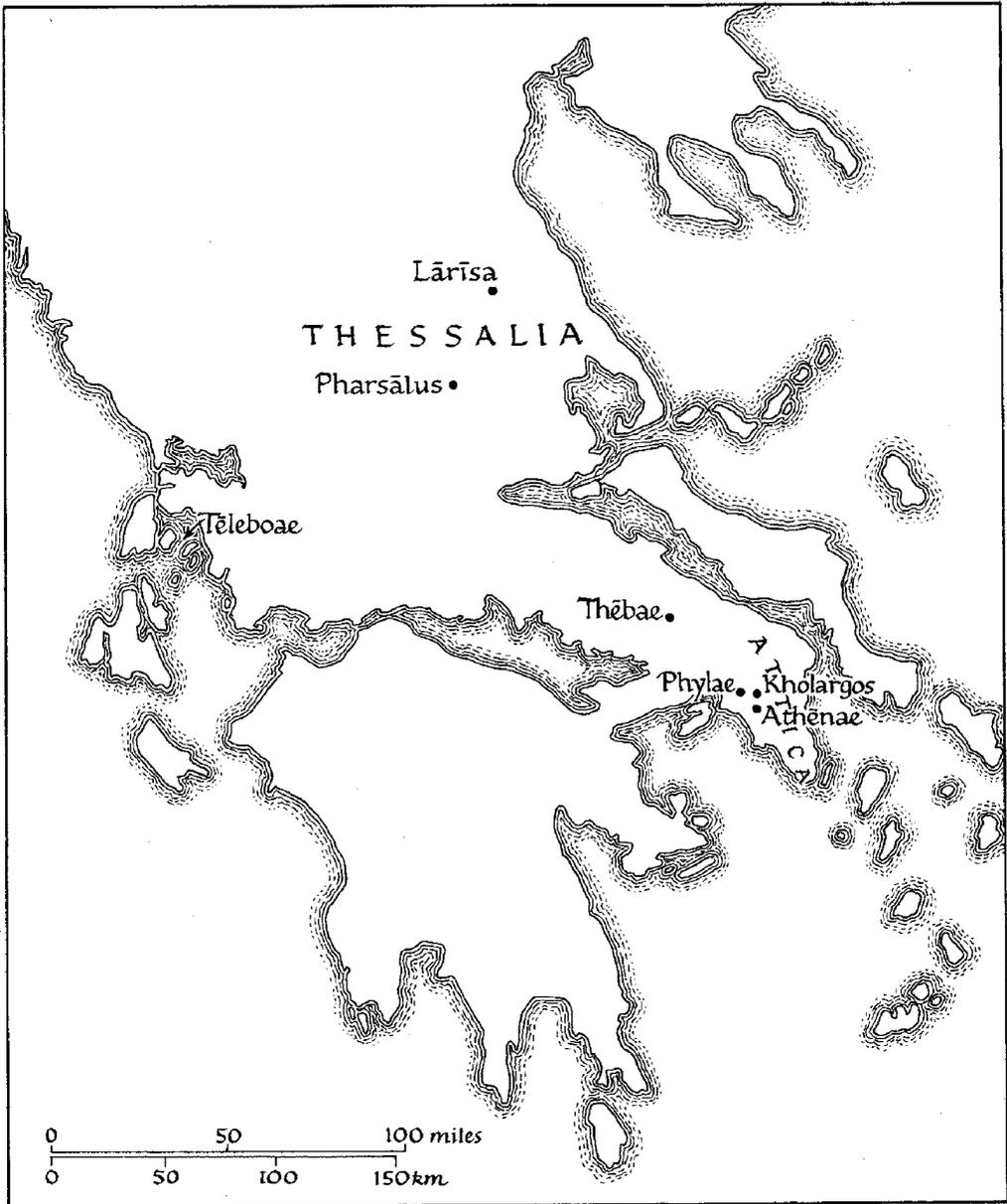
- 1 All dates are BC, unless otherwise specified.
- 2 Linking devices are used throughout the *Text* to indicate words that should be taken together. \sim links words next to each other, $\lceil \rceil$ links words separated from each other. Such phrases should be looked up under the first word of the group in the running vocabularies. Where verse passages appear, that is Sections 6A and 6D of the main text and sporadically in the Additional Readings (e.g. p. 287), the linking device for separated words is not necessarily backed up by an entry in the vocabularies.
- 3 All vowels should be pronounced short, unless they are marked with a macron (e.g. \bar{e}), when they should be pronounced long (see pronunciation guide, p. xiv of *Grammar and Exercises* volume).
- 4 Throughout the *Text* are slightly adapted extracts, relevant to the section in hand, drawn from *The World of Rome: An Introduction to Roman Culture* (Cambridge, 1997), edited by Peter Jones and Keith Sidwell.



Map 1 The Roman world c. 44 BC



Map 2 Asia Minor and the East



Map 3 Greece