

An Independent Study Guide to  
**Reading Latin**  
Second edition

*Reading Latin*, first published in 1986, is a bestselling Latin course designed to help mature beginners read classical Latin fluently and intelligently. It does this by combining the understanding of continuous texts with rigorous teaching of grammar; it provides exercises designed to develop the skills of accurate translation; 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 *Independent Study Guide* is intended to help students who are learning Latin on their own or with only limited access to a teacher. It contains notes on the texts that appear in the *Text and Vocabulary* volume, translations of all the texts, and answers to the exercises in the *Grammar and Exercises* volume. The book will also be useful to students in schools, universities and summer schools who have to learn Latin rapidly.

Peter V. Jones was Senior Lecturer in Classics at the University of Newcastle upon Tyne until his retirement. He has written many books for students of Latin and Greek, most recently *Reading Ovid* (Cambridge, 2007), *Reading Virgil* (Cambridge, 2011) and (with Keith Sidwell) the *Reading Latin* textbook series.

Keith C. Sidwell is Emeritus Professor of Latin and Greek, University College Cork and Adjunct Professor in the Department of Classics and Religion at the University of Calgary. He has written on Greek drama, later Greek literature and Neo-Latin writing: his books include *Lucian: Chattering Courtesans and Other Sardonic Sketches* (2004) and *Aristophanes the Democrat* (Cambridge, 2009). As well as co-authoring the *Reading Latin* series with Peter Jones, he is the author of *Reading Medieval Latin* (Cambridge, 1995).

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Peter V. Jones and  
Keith C. Sidwell



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## Preface to the first edition

This *Study Guide* provides translations, answers and reading hints for Peter Jones' and Keith Sidwell's *Reading Latin (Text and Grammar, Vocabulary and Exercises)*, Cambridge University Press, 1986). It is designed for two sorts of reader: those who are learning Latin rapidly and intensively, and those who are learning Latin on their own or with only limited access to a teacher.

There are two important features.

First, we believe it is important that there should be times when learners are out there on their own. Then again, teachers working with the book need some material which they know students cannot simply lift from this answer book. So the 'Reading/Test exercises' at the end of each grammatical section have *not* been translated. These test only what should have already been learned, and will provide compelling evidence of whether it has been or not. We recommend that those who are learning by themselves try to find someone who will correct these exercises. The exercises marked 'optional' have not been provided with a key either. These reinforce what should have been learned from the regular exercises. If teachers need to set them, then they also need to know that the answers are not easily available to students. Again, those who are learning alone will find it advisable to have a teacher check their answers to these exercises, if they have found it necessary to embark on them in order to reinforce earlier work.

Second, the translations of the *Text* intentionally vary in style, from the absolutely literal with English words in Latin word-order (in Sections 1 and 4) to the moderately colloquial. The purpose of these extremes is to force constant attention on the *Latin*. The literal, Latin-order translations, almost gibberish in English, achieve this one way ('What on earth does *that* mean? I'd better look at the Latin for clarification'); the moderately colloquial another way ('How on earth does the Latin mean *that*?').

Users of the course will find an index of *topics* dealt with in the *Text* volume listed section by section in *The World of Rome: An Introduction to Roman Culture*, Cambridge University Press 1997, ed. Peter Jones and Keith Sidwell, Appendix 3, pp. 347–52. This can be used in association with the other indexes to find information about Roman history, culture and literature. Those interested in pursuing the study of later Latin will find that *Reading Medieval Latin*, Keith Sidwell, Cambridge University Press 1995, is designed to give help to students who have reached the end of Section 5 of *Reading Latin*.

We express here our gratitude to Ken Dowden, Lorna Kellett, Sally Knights, Alison Lewis, Sarah Parnaby, Phillip Parr, Helen Price, David Tristram and

Hilary Walters of the Joint Association of Classical Teachers' Latin Committee. They gave us permission to plunder their privately produced *Study Guide*. This did not deal with the *Text* or *Deliciae Latinae*, but gave the answers to most of the exercises in the *Grammar* etc., and offered other advice.

We are also grateful to Mark Humphries (National University of Ireland, Maynooth, Ireland), Cedric Littlewood (University of Victoria, Canada), Carmel McCallum-Barry (University College Cork, Ireland), David Miller (University of Bristol, UK) and David Woods (University College Cork, Ireland) for their help with testing this *Study Guide*.

Finally, we are more grateful than ever to our copy-editor Susan Moore, who did her usual superb job licking a chaotic manuscript into shape.

September 1999

## Preface to the second edition

The second edition of the *Study Guide* follows the changes made to *Reading Latin: Text and Vocabulary* and *Grammar and Exercises* in the second edition. Mostly these are self-evident (new translations for the altered sections of text; new keys to the exercises for sections where text was altered or where grammar was moved). Three additional points should, however, be noted. First, since extended prose begins now in Section 3, we have reverted to a very literal style of translation for the texts from 3D: this continues to the end of Section 4. In the translations from *Text*, as far as possible line numbers relate to the *beginning* of the corresponding Latin line (though of course their placement will be inexact where the version is not literal). Secondly, we have moved all additional reading material from the *Grammar* (originally in the *Dēliciae Latīnae* sections) of Sections 1 to 5 into pp. 283–328 of the *Text and Vocabulary* volume. Consequently, the keys to this material are now collected together under the heading ‘Additional reading for Sections 1B to 5G’ at the end of this volume. Thirdly, in case users have missed the announcement in *Text and Vocabulary*, we hope there will be available, at some stage in the future, to accompany this new edition of *Reading Latin*, interactive online exercises, produced by Professor Alison Sharrock (University of Manchester). Please contact Cambridge University Press for more information.

Peter Jones  
*Newcastle upon Tyne*

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

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