

## Reading Latin

GRAMMAR AND EXERCISES

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 revised optional *Independent Study Guide* will provide 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 in the *Text* volume 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.

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Marble copy of the *Clupeus Virtutis* of Augustus, found at Arles (see p. xvi)

# Reading Latin Grammar and Exercises

Second edition

Peter Jones  
and Keith Sidwell



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## Preface

ūsus magister est optimus  
(Cicero, *Rab. Post.* 4.9)

### Winston Churchill on his introduction to Latin at his prep school

I was taken into a Form Room and told to sit at a desk. All the other boys were out of doors, and I was alone with the Form Master. He produced a thin greeny-brown covered book filled with words in different types of print.

‘You have never done any Latin before, have you?’ he said.

‘No, sir.’

‘This is a Latin grammar.’ He opened it at a well-thumbed page. ‘You must learn this,’ he said, pointing to a number of words in a frame of lines. ‘I will come back in half an hour and see what you know.’

Behold me then on a gloomy evening, with an aching heart, seated in front of the First Declension.

Mensa – a table  
Mensa – O table  
Mensam – a table  
Mensae – of a table  
Mensae – to or for a table  
Mensa – by, with or from a table

What on earth did it mean? Where was the sense in it? It seemed absolute rigmarole to me. However, there was one thing I could always do: I could learn by heart. And I thereupon proceeded, as far as my private sorrows would allow, to memorise the acrostic-looking task which had been set me.

In due course the Master returned.

‘Have you learnt it?’ he asked.

‘I think I can *say* it, sir,’ I replied; and I gabbled it off.

He seemed so satisfied with this that I was emboldened to ask a question.

‘What does it mean, sir?’

‘It means what it says. Mensa, a table. Mensa is a noun of the First Declension. There are five declensions. You have learnt the singular of the First Declension.’

‘But,’ I repeated, ‘what does it mean?’

‘Mensa means a table,’ he answered.

‘Then why does mensa also mean O table,’ I enquired, ‘and what does O table mean?’

‘Mensa, O table, is the vocative case,’ he replied.

‘But why O table?’ I persisted in genuine curiosity.

‘O table – you would use that in addressing a table, in invoking a table.’ And then seeing he was not carrying me with him, ‘You would use it in speaking to a table.’

‘But I never do,’ I blurted out in honest amazement.

‘If you are impertinent, you will be punished, and punished, let me tell you, very severely,’ was his conclusive rejoinder.

Such was my first introduction to the classics from which, I have been told, many of our cleverest men have derived so much solace and profit.

Winston Churchill, *My Early Life*

## Notes to Grammar and Exercises

This volume accompanies *Reading Latin (Text and Vocabulary)* (Cambridge 2016) and is to be used in conjunction with it. For an introduction to the *Reading Latin* course – its aims, methodology and future development – and our acknowledgements of all the help we have received in its production, please refer to the Introduction of the *Text and Vocabulary* volume.

- 1 All dates are BC, unless otherwise specified.
- 2 In the Running Grammar for each section, it is extremely important to note that the exercises should be regarded as a pool out of which the teacher/students should choose what to do, and whether in or out of class. Some of the simpler exercises we have split into necessary and optional sections, but this principle has been extended to other exercises marked EITHER/OR throughout.
- 3 On pp. 281–396 there is a full Reference Grammar, based on the Running Grammar explanations, but in many cases adding further information to that given in the running explanations.
- 4 On pp. 397–408 there is an Appendix on the Latin language.
- 5 On pp. 409–30 there is the Total Latin–English Learning Vocabulary, and on pp. 431–46 an English–Latin Vocabulary for those doing the English–Latin sentence and prose exercises.
- 6 In cross-references, superior figures appended to a section number indicate *Notes*, e.g. **144**<sup>4</sup>. If the reference is in the form ‘**150.1**’, the last digit indicates a numbered sub-section.
- 7 The case which follows an adjective or a verb is usually indicated by e.g. ‘(+ acc.)’. But occasionally it will be phrased e.g. ‘X (acc.)’, indicating the Latin word X is in the accusative.
- 8 In places where standard beginners’ texts print *v* (i.e. consonantal *u*), we have in accordance with early MS practice printed *u*. But in some later Latin texts we have reverted to *v*, which is commonly found in early printed books.

- 9 Bold numbers in page-heads, e.g. **15**, refer to sections of the Running Grammar.

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# Abbreviations

For the meaning of these terms, see Glossary, pp. xvi–xxiv

abl.(ative)	pl.(ural)
abs.(olute)	plupf. (= pluperfect)
acc.(usative)	p.p. (= principal part)
act.(ive)	prep.(osition)
adj.(ective)	pres.(ent)
adv.(erb)	prim.(ary)
cf. (= <i>cōnfer</i> (Latin), ‘compare’)	pron.(oun)
comp.(arative)	q.(uestion)
conj.(ugation, ugated)	rel.(ative)
dat.(ive)	s.(ingular)
decl.(ension)	sc. (= <i>scīlicet</i> (Latin), ‘presumably’)
dep.(onent)	sec.(ondary)
dir.(ect)	seq.(uence)
f.(eminine)	sp.(eech)
fut.(ure)	subj.(unctive)
gen.(itive)	sup.(erlative)
imper.(ative)	trans.(itive)
impf. (= imperfect)	tr.(anslate)
indecl.(inable)	vb (= verb)
ind.(icative)	voc.(ative)
indir.(ect)	1st, 2nd, 3rd refer to persons of the
inf.(initive)	verb, i.e.
intrans.(itive)	1st s. = I
irr.(egular)	2nd s. = you (s.)
lit.(erally)	3rd s. = he, she, it
m.(asculine)	1st pl. = we
neg.(ative)	2nd pl. = you (pl.)
n.(euter)	3rd pl. = they
nom.(inative)	1f., 2m. etc. refer to declension and
part.(iciple)	gender of nouns
pass.(ive)	
perf.(ect)	

## Pronunciation

‘English’ refers throughout to the standard or ‘received’ pronunciation of southern British English unless otherwise qualified.

<i>a</i>	as English ‘cup’, or ‘aha’ (cf. ‘cat’, or Italian or French ‘a-’)	(cf. ‘mat’, ‘camp’); a final ‘m’ expresses nasalisation of the preceding vowel (cf. French ‘parfum’)
<i>ā</i>	as English ‘father’ (roughly)	
<i>ae</i>	as in English ‘high’ (roughly)	
<i>au</i>	as in English ‘how’	<i>n</i> as English
<i>b</i>	as English	<i>o</i> as in English ‘pot’
<i>c</i>	as English ‘c’ in ‘cat’ (not ‘cider’, ‘cello’)	<i>ō</i> as in French ‘beau’
<i>ch</i>	as English ‘pack-horse’	<i>oe</i> as in English ‘boy’; but note <i>poēta</i> is pronounced po-ē-ta (short ‘o’)
<i>d</i>	as English	<i>p</i> as English
<i>e</i>	as in English ‘pet’	<i>ph</i> as English
<i>ē</i>	as in ‘fiancée’ (French pronunciation)	<i>qu</i> as in English ‘quick’
<i>ei</i>	as in English ‘day’	<i>r</i> as Scottish ‘rolled’ ‘r’
<i>eu</i>	‘e-oo’ (cf. Cockney ‘belt’)	<i>s</i> as ‘s’ in English ‘sing’ (never as in ‘roses’)
<i>f</i>	as English	<i>t</i> as ‘t’ in English ‘tin’ (cleanly pronounced, with no ‘h’ sound)
<i>g</i>	as English ‘got’; but ‘gn’ = ‘ngn’ as in ‘hangnail’	<i>th</i> as in English ‘pot-house’
<i>h</i>	as English	<i>u</i> as in English ‘put’
<i>i</i>	as in English ‘dip’	<i>ū</i> as in English ‘fool’
<i>ī</i>	as in English ‘deep’	<i>u</i> (pronounced as a consonant) as English ‘w’ (sometimes written as ‘v’)
<i>i</i>	consonant (sometimes written as a ‘j’); as English ‘you’	<i>x</i> as English
<i>k</i>	as English	<i>y</i> as French ‘u’
<i>l</i>	as English	<i>z</i> as English
<i>m</i>	as English at the beginning and in the middle of words	

## Pronunciation

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### Rules of word stress (accent)

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- 1 A word of two syllables is stressed on the first syllable, e.g. *ámō*, *ámās*.
- 2 A word of more than two syllables is stressed on the penultimate (i.e. second syllable from the end) if that syllable is heavy, e.g. *astútus*, *audiúntur* (see pp. 273–4 for the terms ‘heavy’, ‘light’).
- 3 In all other cases, words of more than two syllables are stressed on the antepenultimate (i.e. third syllable from the end), e.g. *amábitis*, *pulchérrimus*.
- 4 Words of one syllable (monosyllables) always have the stress, e.g. *nóx*. But prepositions *before* a noun are not accented, e.g. *ad hóminem*.
- 5 Some words, e.g. *-que*, *-ne* and *-ue*, which are appended to the word which precedes them, cause the stress to fall on the last syllable of that word, e.g. *uírum* but *uírúmque*.

For a clear account of classical Latin pronunciation see W. S. Allen, *Vox Latina* (2nd edition, Cambridge 1975). Today, the pronunciation of church Latin is basically Italian.

## Illustration

*Frontispiece* The *Clupeus Virtutis* of Augustus. Marble copy of the gold original set up in the senate house (*cūria*):

SENATVS POPVLVSQVE ROMANVS IMP(ERATORI) CAESARI DIVI  
F(ILIO) AVGVSTO CO(N)S(VLI) VIII DEDIT CLVPEVM VIRTVTIS  
CLEMENTIAE IVSTITIAE PIETATIS ERGA DEOS PATRIAMQVE

The Senate and the Roman People gave to the emperor Caesar Augustus son of the god, consul for the eighth time, a shield of [= honouring him for his] Virtue, Clemency, Justice [and] Piety in relation to the gods and the fatherland

Arles, Musée Lapidaire, Photo: The Bridgeman Art Library



## Glossary of Grammatical Terms

This short glossary explains the most important terminology used in Latin grammar, with examples in English. To make it as practically useful as possible, we provide simple definitions with down-to-earth examples of each term. Students should bear in mind, however, that (1) there is only a limited ‘fit’ between English grammar and Latin grammar, and (2) brevity and simplicity may not do full justice to grammatical terms, which are notoriously difficult to define. So this index should be regarded as a simplified guide to the subject, for use when you forget the definition of a term used in the grammar, or to refresh your memory of grammatical terms before you begin the course.

Before beginning the course, you should be familiar and feel comfortable with the following terms: noun, adjective, pronoun, conjunction, preposition, verb, person, number, tense, gender, case, singular, plural.

**ablative:** a grammatical case of the noun and pronoun, often meaning ‘by’, ‘with’ or ‘from’ the (pro)noun in question. Functions defined at Reference Grammar **L**.

**accidence:** the part of grammar which deals with variable forms of words, e.g. declensions, conjugations.

**accusative:** name of a case of the noun, pronoun or adjective. Function defined at Reference Grammar **L**.

**active:** a verb is active when the subject is doing the action, e.g. ‘she (subject) *runs*’, ‘Thomas Aquinas (subject) *reads* his book.’

**adjective:** word which defines the quality of a noun or pronoun by describing it, e.g. ‘*steep* hill’, ‘*red* house’, ‘*clever* me’. There are also adjectival clauses, for which see *relative clause*. Possessive adjectives are ‘my’, ‘your’, ‘our’, ‘his’, ‘her’, ‘their’. In Latin adjectives must agree with nouns or pronouns in case, number and gender.

**adverb:** word which defines the quality of a verb by showing how the action of the verb is carried out, e.g. ‘she ran *quickly*’, ‘she works *enthusiastically*’. *Adverbial clauses* do the same job, e.g. ‘she ran *as quickly as she was able*’. Adverbs in Latin are indeclinable.

**agree(ment):** an adjective agrees with a noun when it adopts the same case, number and gender as the noun. E.g. if a noun is nominative singular masculine, an adjective which is to describe it must also be nominative singular masculine.

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Glossary of Grammatical Terms

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**apposition:** nouns or noun-plus-adjective phrases which add further information about a noun already mentioned are said to be ‘in apposition’ to it, e.g. ‘the house, a red-brick building, was placed on the side of a hill’ – here ‘a red-brick building’ is ‘in apposition’ to ‘the house’.

**article:** the definite article is the word ‘the’, the indefinite article the word ‘a’.

**aspect:** whether the action of the verb is seen as a simple statement, as continuing, habitual, complete, or as a description of a state of affairs, e.g. ‘I run’, ‘I am running’ (or, in English, emphasised ‘I *do* run’) are all present *tense* but all differ in aspect. See also *tense*.

**auxiliary (verb):** in ‘she will love’, ‘she does love’, ‘she has loved’, the verbs ‘will’, ‘does’ and ‘have’ are auxiliary verbs, brought in to help the verb ‘love’ (*auxilium* = help), defining its tense and aspect. ‘May’, ‘might’, ‘would’, ‘should’ are auxiliaries indicating the mood of the verb to which they are attached. Latin uses auxiliary verbs only in the perfect, pluperfect and future perfect deponent and passive.

**case:** form of the noun, pronoun or adjective which defines the relationship between that word and the rest of the sentence, e.g. a Latin word adopting the form which shows that it is in the nominative case (e.g. *serua*) might show that the word is the subject of its clause; a Latin word adopting the form which shows that it is in the accusative case (e.g. *seruam*) might show that it is the object of the sentence. There are six cases in Latin: nominative, vocative, accusative, genitive, dative and ablative. Most have more than one function.

**causal clause:** clause expressing the reason why something has happened or will happen, e.g. clauses beginning ‘because ...’, ‘since ...’

**clause:** part of a sentence containing a subject and a finite verb, e.g. main clause ‘she had finished’, ‘she hated it’, ‘she may succeed’; subordinate clause ‘when she had finished’, ‘which she hated’, ‘so that she may succeed’. Cf. *phrase*. See *adjective*, *adverb*, *noun*.

**comparative:** form of adjective or adverb which implies a comparison, e.g. ‘hotter’, ‘better’, ‘more slowly’.

**complement:** when a subject is said *to be* something, or *to be called*, *to be thought*, or *to seem* something, the ‘something’ is the complement of the verb, e.g. ‘she is *intelligent*’, ‘it seems *OK*’, ‘she is thought to be a *promising scholar*’.

**concessive clause:** clause introduced by the word ‘although’, e.g. ‘*although it is raining*, we shall go to the shops’.

**conditional clause:** clause introduced by the word ‘if’, e.g. ‘*If it rains today*, I shall not go to the shops’, or sometimes ‘should’ e.g. ‘*should it rain today...*’ The technical term for the ‘if’ clause is *protasis*, and for the main clause *apodosis* (‘pay-off’).

**conjugation (conjugate):** the parts of a verb are its conjugation, e.g. the conjugation of ‘I love’ in the present indicative active is ‘I love, you love, he/she/it loves, we love, you love, they love’.

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**conjunction:** word which links words, clauses, phrases or sentences, e.g. ‘*When* the light was out *and* she went up to have dinner, the burglar entered *and* took the piano. *But* he was not unseen ...’ Co-ordinating conjunctions link together units (e.g. clauses, sentences, phrases) of equal grammatical value, e.g. ‘He went *and* stood *and* laughed out loud; *but* she sulked *and* stalked off *and* had a drink.’ Subordinating conjunctions, words like ‘when’, ‘although’, ‘if’, ‘because’, ‘since’, ‘after’, introduce units of different grammatical value compared with the main clause. See *main verb*.

**consecutive clause:** see *result clause*.

**consonant:** a sound or letter which is not a vowel, e.g. ‘b’, ‘c’, ‘d’, ‘f’, ‘g’ ‘h’ etc. Note that ‘y’ is a consonant in ‘yak’ but a vowel in ‘my’.

**dative:** a grammatical case of the noun and pronoun, often meaning ‘to’ or ‘for’ the (pro)noun in question, e.g. ‘Helena gave a book *to Toby*.’ For function, see Reference Grammar L.

**declension (decline):** the forms of a noun, pronoun or adjective. To decline a noun is to list all its forms in their conventional order in both singular and plural. This is nominative, vocative, accusative, genitive, dative, ablative in the UK.

**deponent:** a verb whose dictionary form (1st person singular) ends in *-or* e.g. *minor*, *hortor*, *sequor* etc., and whose meaning is always *active*.

**diphthong:** see *vowel*.

**direct object:** a direct object is the noun, pronoun or noun-phrase directly affected by the action of the verb, e.g. ‘she hits *the ball*’, ‘they love *books*’, ‘they love *to read books*’, ‘we say *we are the greatest*’. Cf. *indirect object*.

**direct speech:** speech which is quoted verbatim, in the exact words of the speaker, e.g. ‘Give me that book’. Cf. *indirect speech*.

**final clause:** a subordinate clause which expresses the idea ‘(in order) (not) to’, i.e. it expresses the idea of an end (Latin *finis*), goal or purpose. E.g. ‘*in order to* swim the river, she took off her shoes’, ‘*to* cross the railway, use the bridge’, ‘close the gate *to stop* the horse getting out’.

**finite (verb):** a verb which has a defined number and person, e.g. ‘she runs’ (third person, singular). Contrast ‘to run’, ‘running’, which are examples of the non-finite verb. Cf. *infinitive*.

**future perfect tense:** a verb form of the type ‘I shall have —ed’, e.g. ‘I shall have tried’, ‘you will have gone’, ‘he will have spoken’.

**future tense:** a verb form of the type ‘I shall/will —’, e.g. ‘I shall go’, ‘you will be’, ‘they will run’. It denotes a state or action that will take place in the future.

**gender:** whether a noun, pronoun or adjective is masculine, feminine or neuter.

**genitive:** a grammatical case of the noun or pronoun, often meaning ‘of’, e.g. ‘the pen of my aunt’, ‘Charlotte’s friends’, ‘love of her’. Function defined at Reference Grammar L.

**historic sequence (also called ‘secondary sequence’):** when the main verb of a sentence is in a past tense (‘I have —ed’ counts as a present tense and therefore is in ‘primary sequence’).

**imperative:** the mood of a verb used to give a simple command, e.g. ‘run!’

**imperfect tense:** the past tense verb form indicating continuing or repeated action in the past, e.g. ‘I was —ing’, ‘I used to —’, ‘I kept on —ing.’

**indeclinable:** used of a word which has only one form, however it is used (e.g. ‘sheep’ in English, used for both singular and plural).

**indicative:** the mood of a verb which states something as a fact, not as a wish or command or something imagined, e.g. ‘she runs’. Compare ‘run!’, ‘may she run!’, ‘if she were to run’ etc.

**indirect object:** term used e.g. for the person *to whom* something is given or said, e.g. ‘she said *to him*’, ‘give it *to me*’; ‘she told *the man* to give *her* the book’. The verb indirectly affects the indirect object. Cf. *direct object*.

**indirect speech:** words or thoughts which are reported, not, as in direct speech, stated exactly as the speaker said or thought them, e.g. direct command ‘let me go’, indirect command ‘she told them to let her go’; direct statement ‘he has gone’, indirect statement ‘he said that he had gone’; direct question ‘Where am I?’, indirect question ‘she wondered where she was’. Any verb, noun or adjective that denotes a type of speaking or thinking can introduce indirect speech, e.g. ‘The question *why she was so talented* often crossed his mind.’

**infinitive:** verb form prefixed in English by ‘to’, e.g. ‘to run’, ‘to have walked’, ‘to be about to jump’ etc.

**inflection:** the different endings that a word takes to express its grammatical meaning in a sentence, e.g. ‘*she* (subject) sent *her* (object) to the library’; ‘they *say*’, ‘she *says*’, ‘we *said*’, indicating tense.

**interrogative:** a word used for asking a question, e.g. ‘who?’ is an interrogative pronoun, ‘which’ is an interrogative adjective in ‘which book?’

**intransitive (verb):** a verb is intransitive when it does not require a direct object to complete its meaning, e.g. ‘I stand’, ‘I sit’. In English such words can be used transitively as well, when they adopt a different meaning, e.g. ‘I sit (= take) an exam’; ‘I cannot stand (= endure) that man.’

**jussive (subjunctive):** related to giving orders. The form of the jussive subjunctive in English is ‘let him/them/me/us do X’, e.g. ‘let’s go’, ‘let them eat cake’.

**locative case:** the grammatical case of a noun used to indicate where something is at. It is used in Latin with names of towns and one-town islands, e.g. ‘at Rome’, ‘on Malta’.

**main verb:** the main verb(s) of a sentence is (are) the verb(s) left when all other verbs have been cut out (e.g. infinitives, participles, verbs in subordinating clauses), e.g. ‘(Although being something of a bibliophile) (\*who loved nothing

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more than a good read) (if she could get one), she *sold* her books (when the examinations were over) and *lived* in misery the rest of her life with her friends (who were totally illiterate).’ Main verbs – ‘sold’ and ‘lived’.

**mood:** whether a verb is indicative, subjunctive or imperative, e.g. ‘you are coming’ is indicative mood, ‘suppose you were to come’ subjunctive mood, and ‘come!’ imperative mood.

**morphology:** study of the different structures, forms and variations of a word. For example, noun ‘farm’, plural ‘farms’, verb ‘[he] farms’, past tense ‘[he] farmed’, participle ‘I saw him farming’, agent-noun ‘farmer’.

**nominative:** a grammatical case of a noun or pronoun, usually the ‘subject’ of a sentence. For function, see **6.2, 4**; and **L**.

**noun:** name of a person (‘woman’, ‘child’), place (‘London’), thing (‘table’, ‘chair’, ‘mountain’) or abstraction (‘virtue’, ‘courage’, ‘thought’, ‘quality’).

**noun clauses** are clauses which do the job of a noun in the sentence, e.g. all indirect speech (e.g. ‘he says words’ – ‘words’ = noun, object; ‘he says this, *that she is divine*’ – ‘that she is divine’ = noun clause, object); constructions following ‘I fear that/lest, I doubt that, I prevent X from’ and ‘it happened that ...’

**number:** whether something is singular or plural; ‘table’ and ‘he’ are singular, ‘tables’ and ‘they’ are plural.

**object:** see *direct object*.

**participle:** a form of the verb with the qualities and functions of an adjective, e.g. ‘a *running* sore’, ‘a woman *thinking*...’ In Latin there are present participles active (meaning ‘—ing’), future participles active (meaning ‘about to —; on the point of —ing’), and perfect participles active (meaning ‘having —ed’) and passive (meaning ‘having been —ed’).

**passive:** a verb is passive when the subject is not doing the action, but having the action done to it. The same *action* may be described in both the active and the passive ‘voice’, e.g. ‘she hit the ball’ (active), ‘the ball was hit by her’ (passive); ‘we visited Rome’ (active), ‘Rome was visited by us’ (passive).

**perfect tense:** verb form of the type ‘I —ed’, ‘I have —ed’, ‘I did —’, expressing a simple action in the past, e.g. ‘I walked’, ‘we did walk’ or the present result of an action completed in the past, e.g. ‘I have walked’ (and therefore am tired).

**person:** the persons are expressed by the pronouns ‘I’, ‘we’ (first person singular and plural); ‘you’ (second person singular and plural); ‘he’/‘she’/‘it’, ‘they’ (third person singular and plural).

**phrase:** part of a sentence not having a finite verb, often introduced by a preposition, e.g. ‘in the house’ (prepositional phrase); ‘*going to work*, he —’ (participle phrase); ‘I wish *to do it*’ (infinitive phrase).

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**pluperfect tense:** a tense of verb of the type ‘I had —ed’, e.g. ‘I had walked’, ‘they had gone’. It expresses the idea of a state or action achieved or completed in the past.

**plural:** more than one, e.g. ‘tables’ is plural, ‘table’ is singular.

**predicate:** what is said about the subject of a sentence, e.g. ‘The man (subject) wore blue socks’ (predicate).

**predicative:** to predicate something of a person is to say something new about them. So when adjectives (including participles) and nouns say something about a person or thing, they are being used ‘predicatively’. In English, predicative adjectives and participles usually come *after* the nouns they go with, e.g. ‘I saw the man *working*’, ‘the woman went away *happy*’, ‘Caesar became *consul*’, ‘she is a *big help* to them’ (the last two are predicative nouns). Contrast ‘I saw the working man’, ‘the happy woman went away’, in which the adjectives describe what is already understood or acknowledged, adding nothing new (such adjectives are called ‘attributive’).

**prefix:** a small addition to the front of a word, which alters the basic meaning, e.g. *fix*, *refix*, *prefix*; *export*, *import*, *report*, *deport*, *transport*, *support*.

**preposition:** word or phrase coming before a noun or pronoun denoting its relation to the (pro)noun in space, time or logic, e.g. ‘*into* the house’, ‘*from* the pot’, ‘*from* the hill’, ‘*with* my friend’, ‘*by* train’. Such expressions are called ‘prepositional phrases’.

**present tense:** the tense of the verb of the type ‘I —’, ‘I am —ing’, ‘I do —’, e.g. ‘I love’, ‘I am loving’, ‘I do love.’ It indicates an occurrence in present time.

**primary sequence:** when the main verb of a sentence is present or future, or perfect in the form ‘I have —ed.’

**principal parts:** (in Latin) the four parts of an active verb (present indicative, present infinitive, perfect indicative and perfect participle) from which all other parts are formed; deponent verbs have only three such parts (present indicative, present infinitive and perfect participle).

**pronoun:** this refers to a noun, without naming it, e.g. ‘he’ (as against ‘the man’, or ‘Caesar’), ‘they’ (as against ‘the women’, or ‘the Mitfords’), ‘we’, ‘you’, ‘who’, ‘which’.

**question (direct):** a sentence ending in ‘?’ See also *indirect speech*.

**reflexive:** a pronoun or adjective is reflexive when it refers to (i.e. is the same person or thing as) the subject of the clause in which it stands, e.g. ‘they warmed *themselves* by the fire’, ‘when they had checked *their* equipment, the leader gave them (*not* reflexive, since ‘leader’ is the subject) orders’.

**regular:** a ‘regular’ verb, noun or adjective follows the predictable pattern of the type of conjugation or declension to which it belongs, without deviation, e.g. ‘I bake’, ‘I shall bake’, ‘I baked’, ‘I have baked’. Contrast ‘I am’, ‘I shall be’, ‘I was’, ‘I have been’.

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**relative clause:** a clause introduced by a relative pronoun such as ‘who’, ‘which’, ‘what’, ‘whose’, ‘whom’, ‘that’. The relative pronoun refers back to (‘picks up’) a previous noun or pronoun (sometimes it refers forward to it) and the whole clause helps to describe or define the noun or pronoun referred to (hence it is an adjectival clause). Examples would be ‘the book *which I am reading* is rubbish’, ‘she presented the man *whom she had brought*’, ‘*Who* dreads, yet undismayed / Dares face his terror ... *Him* let Saint Thomas guide.’

**reported speech:** see *indirect speech*.

**result clause:** a clause which expresses the result or consequence of an action. It takes the form ‘so... that / as to...’ e.g. ‘they were *so* forgetful *that they left* (or ‘*as to leave*’) *all their money behind*’.

**secondary sequence:** see *historic sequence*.

**semi-deponent:** a verb which takes active forms in present, future and imperfect tenses, but deponent forms in perfect, future perfect and pluperfect.

**sequence:** see *primary sequence* and *historic sequence*.

**singular:** expresses *one* of something, e.g. ‘table’ is singular, ‘tables’ is plural; ‘he’ (singular), ‘they’ (plural).

**statement:** an utterance presented as a fact, e.g. ‘I am carrying this pot.’ Cf. the question ‘Am I carrying this pot?’, or the command ‘Carry this pot!’

**subject:** the subject of a sentence is, in the case of active verbs, the person/ thing doing the action or being in the state (e.g. ‘*Gloria* hits out’; ‘*Gloria* is champion’); in the case of passive verbs, the subject is the person or thing on the receiving end of, or affected by, the action, e.g. ‘*the ball* was hit by *Gloria*’.

**subjunctive:** the mood of the verb used in certain main and subordinate clauses in Latin and English, often expressing wishes or possibilities or commands, e.g. ‘may I win!’, ‘let him think!’, ‘she left in order that she *might* catch the bus’, ‘if I were a rich man’.

**subordinating clause (sub-clause):** any clause which is not the main one (see *adverb*, *causal clause*, *concessive clause*, *conditional clause*, *final clause*, *infinitive*, *noun*, *participle*, *relative clause*, *result clause*, *temporal clause*). Cf. *phrase*. Also see *main verb*.

**suffix:** a small addition to the end of a word which changes its meaning and makes a new word, e.g. ‘act’, ‘actor’, ‘action’, ‘active’.

**superlative:** the form of an adjective or adverb which expresses its highest or very high degree, e.g. ‘the *fastest* horse’, ‘he jumped *very high*’, ‘she worked *extremely hard*’.

**syllable:** a vowel or a vowel + consonant combination, pronounced without interruption as a word or part of a word, e.g. ‘the’ (one syllable), ‘horses’ (two syllables), ‘Calgary’ (three syllables), ‘antidisestablishmentarianism’ (eleven – or is it twelve? – syllables). A Latin syllable could be a vowel/diphthong, a



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consonant + vowel/diphthong, or consonant + vowel/diphthong + consonant, e.g. *Athenis* ‘in Athens’ has three syllables – *A-the-nis*.

**syntax:** the branch of grammar which deals with the constructions of a sentence (e.g. indirect speech, result clauses, temporal clauses, participle phrases etc.).

**temporal clause:** a clause expressing the time *when* something happened in relation to the rest of the sentence, e.g. ‘when ...’, ‘after ...’, ‘while ...’, ‘before ...’, ‘as soon as ...’.

**tense:** the grammatical term for the time at which the action of a verb is meant to take place. See under *present tense*, *future tense*, *imperfect tense*, *perfect tense*, *future perfect tense*, *pluperfect tense*.

**transitive (verb):** a verb which takes a direct object to complete its meaning, e.g. ‘I put *the book* on the table’, ‘I make *a chart*’. It is very difficult to think of a context in which ‘I put’ and ‘I make’ could make a sentence *on their own*. This is not the case with *intransitive* verbs, e.g. ‘I sit.’

**verb:** a word expressing action, event or state, e.g. ‘run’, ‘jump’, ‘stand’, ‘think’, ‘be’, ‘say’. (See under *active* and *passive*.) Every complete sentence has at least one.

**vocative:** the case of the noun or pronoun used when addressing someone (e.g. ‘you too, *Brutus?*’, ‘*et tū, Brūte?*’).

**voice:** a grammatical function of a verb, i.e. whether it is active (‘I love’) or passive (‘I am loved’).

**vowel:** ‘a’, ‘e’, ‘i’, ‘o’, ‘u’ and ‘y’. Diphthongs are two vowels pronounced as a single syllable (e.g. ‘ou’ as in ‘bough’, ‘au’ as in ‘taut’). English (like Latin) pronounces vowels short and long, e.g. ‘hat’ and ‘cart’.