Preface

This Book of Exercises has been written as a companion to *Classical Greek: A New Grammar* (CG-ANG).

[Please note that we have deleted the word "Classical" from the title of this book of exercises; this is due to the fact that, with respect to the book of exercises that accompanies the Latin grammar, adding "Book of Exercises" to the title of the grammar itself produced two books with almost identical titles and this produced some confusion in the distribution channels. Starting the title of this book of exercises with a different word will prevent the problem.]

With its circa 1,000 exercises, it has the following advantages:

a) It can be used as a stand alone resource: Although it has been written taking the content of CG-ANG as point of reference, this does not mean that only students who are using CG-ANG can use this book of exercises: it has been written in such a way that any student who wants to practise and reinforce their grammar can make use of it, no matter what grammar or language course they have previously used. There are no cross-references to CG-ANG.

At the same time, we would like to remind readers that CG-ANG is a grammar book for consultation, not a textbook. Therefore, this book is well-suited to students who want to practise and reinforce their grammar, either in general or by going directly to some concrete points.

b) This book can be used at any stage: Students who have recently started studying Greek can easily cope with exercises relating to, for example, the declensions, adjectives, etc. More advanced students or students who have a basic knowledge of the language will be challenged by more difficult exercises (on indirect speech, for instance).

c) Gradual difficulty: As said above, this is a book for practising the language at the same time as reinforcing one's grammar. Although there was no intention to produce progressively difficult exercises, the traditional presentation of grammar makes it so. CG-ANG presents grammar in the usual order that all grammar books follow, beginning with declensions and working up to more complicated aspects, like subordinate clauses. It is quite understandable that exercises on indirect speech will be more difficult than those on the first declension, especially taking into account that a student seeking to practise indirect speech will have already covered the basics of the language.

d) Type of exercises: The exercises are varied in style, ranging from filling gaps to translation into both Greek and English. This ensures that the student's knowledge is tested thoroughly. It must be said that in many exercises the student is requested to complete a series of sentences either filling in the blanks with one of the suggested options, or changing a verbal form given in brackets, etc. In this kind of exercise we have avoided the usual command ordering the student to translate, as it is assumed that the exercise implies also reading and understanding the whole sentence, not just performing the requested action.

e) Use of original authors: A lot of exercises make use of original sentences (around 1850) taken from classical authors (as in CG-ANG, we have considered it unnecessary to add information about the chapter, the paragraph, the line, etc.). However, some of the sentences taken from classical authors may have been shortened in order to illustrate a grammatical point. It could be the case that, in the middle of a sentence, there was some additional language unnecessary for the illustration of that point. In this case, although the quotation and work of the classical author have been kept, this unnecessary information has been removed, as long as doing so did not affect the meaning of the

sentence. So, a sentence like αὐτοὶ οἱ Ἀθηναῖοι ἀπέδοσαν ταχέως τοῖς ἄρτι ἀφικομένοις Λακεδαιμονίοις τὸ τείχισμα selected for practising the adjective αὐτός can be found here as just αὐτοὶ οἱ Ἀθηναῖοι ἀπέδοσαν τὸ τείχισμα.

In other cases, some words may have been added in square brackets in order to make it easier for the student; for instance, the word ναῦς is supplied in a sentence like τὰς δὲ [ναῦς] ἀφικομένας εἶδον where the ships would have been mentioned in the former sentence but not repeated in the next one.

Examples that show no reference to any classical author have either been made up or were original sentences that have been adapted to such an extent that it is impossible to attribute them to the author.

f) Parallelism with CG-ANG: I have followed the same layout of chapters and points within chapters as in CG-ANG, in order to make it easier for any student who is using it. So, for instance, if adverbs of place are presented in CG-ANG in point 6 of chapter H on adverbs, the exercises about adverbs of place are also presented in point 6 of chapter H in the Book of Exercises. Some chapters in CG-ANG had an introductory point and, because there is no such introductory point in this book of exercises, I have left it with the indication "unapplied in this book", in order to keep the CG-ANG number system throughout.

g) Distribution of exercises: You may notice that sometimes a long exercise has been divided into blocks by using the symbol ◇. For instance, an exercise that contains twelve sentences to be translated has been divided into two blocks of six each. Students work better with groups of five or six sentences rather than with a large block, and this will also allow teachers to distribute the exercises among groups of students more easily if desired.

Acknowledgments

As this Book of Exercises is a continuation of CG-ANG, I must go on expressing my gratitude to two people who, by helping me to make CG-ANG possible, go on deserving to be mentioned here, even if they have not been directly involved in this book: Dan Batovici, who taught me how to deal with the practicalities of technology, and Geoffrey Steadman, without whose help and guidance in the procedures of POD none of these books would have seen the light.

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