

## Preface

This Book of Exercises has been written as a companion to *Latin: A New Grammar* (L-ANG). With its circa 900 exercises, it presents the following characteristics:

**a) It can be used as a stand alone resource:** Although it has been written taking the content of L-ANG as point of reference, this does not mean that only students who are using L-ANG in a parallel way 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 L-ANG.

At the same time, we would like to remind readers that L-ANG is a grammar book for consultation, not a textbook, and that, in the same vein, this book offers exercises to those 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 Latin 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. L-ANG presents grammar in the usual order that all grammar books follow, beginning with declensions and making up to more complicated aspects, like subordinate clauses. It is quite understandable that exercises on the gerundive will be more difficult than those on the first declension, especially taking into account that a student seeking to practise the gerundive 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 Latin and English. This ensures that the student's knowledge is tested thoroughly.

**e) Use of original authors:** A lot of exercises make use of original sentences taken from classical authors. For these sentences, more than 2,100, authors and works are quoted (as in L-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 *Caesar semper, ut dicis, milites hortabatur* selected for practising the deponent verb *hortor* can be found here as *Caesar semper milites hortabatur*.

In other cases, some words may have been added in square brackets in order to make it easier for the student; for instance, the usual *esse* form that some authors choose to omit in a compound infinitive like *deletum [esse]*.

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 L-ANG:** I have followed the same layout of chapters and points within chapters as in L-ANG, in order to make it easier for any student who is using it. So, for instance, if adverbs of place are presented in L-ANG in point 6 of chapter G on adverbs, the exercises about adverbs of place are also presented in point 6 of chapter G in the Book of Exercises. Some chapters in L-ANG had an introductory point and, because of the fact that 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 L-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 if desired, this will also allow teachers to distribute the exercises among groups of students more easily.

## **Acknowledgments**

As this Book of Exercises is a continuation of L-ANG, I must go on expressing my gratitude to two people who, by helping me to make L-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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**St Andrews, July 2015**

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