Subject Centre for
History, Classics
and Archaeology

Teaching Ancient Languages:

a selected guide to available material

Juan Coderch

Aims of the Report

Following on from discussions of textbooks at Teaching Ancient Languages events in London (Beginners textbooks) in September 2008 and Bristol (textbooks for teaching ab initio PGs) in January 2009, Juan Coderch (Senior Language Tutor, University of St. Andrews) undertook a research project to survey the widest range of resources possible and produce a brief report summarising those that are particularly appropriate so that teachers of Ancient Languages may more easily identify a shortlist of materials from which to select their teaching materials.

The report addresses the following issues:

- Identification of appropriate grammars, dictionaries, textbooks, composition manuals and auxiliary material
- Content Summaries
- Identification of Advantages
- Identification of Points for Consideration

ISBN: 978-0-9550032-3-3

Published by the Centre for Classics and Archaeology

Hartley Building, University of Liverpool, Liverpool, L69 3GS

November 2009

The report may be downloaded in full from the Higher Education Academy's Centre for Classics and Archaeology's website: http://www.heacademy.ac.uk/hca/classics

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Introduction

Some decades ago the material related to the teaching of Latin and Greek was limited to a number of standard textbooks and either standard or individually generated auxiliary material. A number of these textbooks dated back to the late nineteenth and early twentieth centuries and their enduring use indicates their success ('old' here being synonymous with 'traditional' or 'classic'). However, during the last decade or so their fitness-for-purpose in teaching today's learners of ancient languages has been increasingly questioned with the result that an enormous number of new publications related to the teaching of Latin and Greek languages have appeared on the market.

These new publications have responded to changes in the pedagogical methods of teaching modern languages in schools (e.g. an increasing oral/aural focus, use of vocabulary lists rather than dictionaries, the move away from the use of verb tables and rote learning) and the ever-increasing number of university students who are learning ancient languages *ab initio* as either undergraduates or postgraduates. While many of these publications have been developed for specific markets (e.g. with a focus on independent/distance learning, or acquiring reading fluency, or for fast-track language acquisition, or for GCSE), some are being used successfully in other contexts.

This means that 'classic' teaching materials share bookshop shelves and internet space with an ever-increasing range of new publications. In short, the range of potential material from which language teachers can choose has never been wider. This is a wonderful state of affairs but it can be both difficult to keep up with the range of new possibilities and easy to get lost in this dense pedagogical wood. Thus, it can be difficult for even the experienced language tutor to choose appropriate texts for the level of language work required by individual courses within Higher Education Institutions (HEIs).

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Given the time-constraints on HEI staff and the increasing use of capable, enthusiastic, but not necessarily widely-experienced, Postgraduate Teaching Assistants in the delivery of language teaching, CSC (Classics in the History, Classics and Archaeology – HCA – Subject Centre) are grateful to Juan Coderch (Senior Language Tutor, University of St. Andrews) for undertaking to review the wealth of print material and use his extensive expertise in the field of language teaching to produce this small annotated selection of some of the most well-known materials, both 'classic' and new. The purpose of the selection is to enable language tutors more easily and quickly to assemble a shortlist of potential items to examine in greater depth in their quest to identify the materials which will meet their personal needs and purposes. The same is equally true for independent learners.

All items included have been considered to be of high quality and to meet the needs of tutors of ancient languages in HEIs. Each selected item is summarised and the summary accompanied by some comments about its characteristics *(Advantages; Points for Consideration)*. The comments are particularly focused on the individual items' suitability for use at beginners or higher levels or for particular kinds of students. Hence, criticisms *(Points for Consideration)* are attuned to the pedagogical intention of university-level language teaching, rather

than school-teaching. Thus, observations which may indicate that the item in question is not suitable for this or that purpose, or for this or that kind of student, must not be taken as a criticism of the material per se. Materials are presented in two parts (Latin and Greek) with each part including sections on Grammars, Dictionaries, Textbooks and Auxiliary Material both for students to use on their own and for tutors to use in supplementing other books/courses.

The non-inclusion of an item should not be taken as an indicator that it is low-quality or does not meet the needs of tutors of ancient languages in HEIs; non-inclusion may have resulted from very recent publication, issues of availability, lack of publicity/awareness or its appearance only in a readily-accessible electronic format. Similarly, many support materials have been omitted despite their quality, due to the enormous number and range available, both in print and online, from which it is possible to choose and to which no single short survey could do justice. The report offers only a very small selection of print support materials which have been personally 'tried and tested' in the classroom as a 'starting point'.

If you are teaching with an item and/or materials, which do not appear in this report and which you would recommend to other HE teachers, please consider submitting a review (in the brief format used within this survey) to the CSC Academic Coordinator so that it can be added to the HCA website as part of keeping this report as up-to-date and comprehensive as possible, so that it continues to be useful to tutors of ancient languages in HEIs in future. If you feel that the material you are using may merit the further detail afforded by a Case Study, please contact the CSC Academic Co-ordinator to discuss its scope and make arrangements for the release of a pedagogical research grant (which may be paid personally or through your department) upon its completion. For more information on Case Studies, see http://www.heacademy.ac.uk/hca/funding/Case_Study.

If you have found this report particularly useful in identifying an item from which to teach or have ideas for reports that will offer similar assistance in other areas, please help CSC to report its utility and 'impact' and to respond to the Classics HE community's needs by getting in touch with HCA's Classics Academic Coordinator.

Eleanor OKell
Classics Academic Coordinator
HCA Subject Centre

Part 1: Latin

At a Glance: a list of the resources reviewed

Grammars

Latin Grammar, by J. Morwood
New Latin Grammar, by Allen and Greenough
Revised Latin Primer, by B. H. Kennedy
An Essential Latin Grammar, by W. M. Wilson
Latin Grammar, by Gildersleeve and Lodge
A New Latin Syntax, by E. C. Woodcock
Cambridge Latin Grammar, by CUP

Dictionaries

Oxford Latin Dictionary, by P. G. Glare (editor)
A Latin Dictionary, by Lewis and Short
Pocket Oxford Latin Dictionary, by J. Morwood
An Elementary Latin Dictionary, by C. T. Lewis
Cassell's Latin Dictionary, by D. P. Simpson
Latin Dictionary, by Handford and Herberg

Textbooks

Learn to Read Latin, by Keller and Russell
Wheelock's Latin, by F. M. Wheelock
Oxford Latin Course, by Morwood and Balme
Lingua Latina per se Illustrata, by H. H. Ørberg
So You Really want to Learn Latin, by N. R. R. Oulton
Latin: An Intensive Course, by Moreland and Fleisher
Reading Latin, by JACT
Ecce Romani, by The Scottish Classics Group
Latin Course for Schools, by L. A. Wilding
Veni, Vide, Vince!, by J. Powell
The Leeds Latin Project, by R. Maltby and K. Belcher
Cambridge Latin Course, by Univ. of Cambridge
Essential Latin, by G. Sharpley
Latin via Ovid, by N. Goldman and J. Nyenhuis
Introduction to Latin, by S. C. Shelmerdine
Latin Alive and Well, by P. L. Chambers
A New Approach to Latin, by Macnaughton and McDougall
Learning Latin, by J. Randall
Intermediate Latin, by A. Reyes
The Approach to Latin, by Paterson and Macnaughton
First Year Latin, by Jenney, Baade and Burgess
Second Year Latin, by Jenney, Baade, Coffin and Scudder

Composition manuals

Latin Prose Composition, by North and Hillard
Latin Prose Composition, by W. R. Hardie
Bradley's Arnold Latin Prose Composition, by J. F. Mountford
Introduction to Continuous Latin Prose, by Nash and Williams
Advanced Level Latin Prose, by Nash and Williams
Writing Latin, by R. Ashdowne and J. Morwood
Latin Sentence and Idiom, by R. Colebourn

Auxiliary material

For students' independent use:

Latin Phrase Book, by C. Meissner
A Basic Latin Vocabulary, by Wilson and Parsons
Latin from Common Entrance to GCSE, by M. Seigel
The Latin Language, A Handbook for Students, by The Scottish Classics Group
Disce Latinum, Latin Constructions Book, by R. O. Marshall
Essential GCSE Latin, by John Taylor

For tutors' use as supplements:

Vox Latina: A Guide to the Pronunciation of Classical Latin, by W. S. Allen
Naufragés du Latin, by D. Porte
Aeneas to Augustus, by Hammond and Amory
From Augustus to Nero, by Fagan and Murgatroyd
Ecce Scriptores Romani, by The Scottish Classics Group
Via Plana, by P. R. Taylor-Briggs
Latin Anthology for GCSE, by P. McDonald and M. Widdess

Grammars

Latin Grammar, by J. Morwood

Summary: A very concise grammar, laid out in a very user-friendly way. It deals with the most important aspects of accidence and syntax and offers examples from original authors.

Advantages: As it deals only with the most important features, its reduced size makes it very convenient for beginners. It is very easy to find items quickly.

Points for Consideration: There are a number of grammatical features that could be considered important and that have been left out, but their inclusion would have produced a much larger book: tutors at post-beginners' level and beyond may wish to use supplementary grammatical materials in relation to points arising from specific texts.

New Latin Grammar, by Allen and Greenough

Summary: A comprehensive grammar, it covers all aspects of accidence and syntax. It has a very extensive chapter on prosody.

Advantages: In spite of being so complete, it has a reduced size (but while it is not a large volume, neither is it a pocket book). It has some very useful indices covering main parts of verbs, grammatical items, etc.

Points for consideration: In order to achieve its reduced size, it is printed in a very small font, which produces pages that are densely packed with compressed lines. The dense presentation of complex information can be off-putting. It is available as pdf download from *Textkit: Greek and Latin Learning Tools* (http://www.textkit.com) and an online transcription (a series of hyperlinked webpages, making it more easily readable) is available courtesy of Project Libellus (http://www.hhhh.org/perseant/libellus/aides/allgre/allgre.contents.html).

Revised Latin Primer, by B. H. Kennedy

Summary: A very traditional grammar used in the UK for a long time. Its pocket-size makes it very practical.
Advantages: The accidence section is comprehensive, and the notes give the kind of additional information that is usually avoided in grammars aimed at beginners.

Points for consideration: The section on syntax features a lot of notes, but on the whole this is not as complete as the section on accidence. It has some useful appendixes on prosody, time, measurement of distance, etc.

An Essential Latin Grammar, by W. M. Wilson

Summary: This short grammar divides both accidence and syntax into 'essential' and 'additional' subcategories, which is useful for beginners with an eye to effecting transition to more advanced levels. Both accidence and syntax reach the level required for GCSE, which is frequently sufficient for *ab initiio* university beginners' courses in the first year (or first semester of 'fast-track' language acquisition).

Advantages: This division into 'essential' and 'additional' subcategories makes it very suitable for students who want either to re-visit/reinforce/consolidate the basics or to reinforce/consolidate more advanced items, without having to track them down in their various locations throughout a grammar book.

Points for consideration: There is a grammatical index (among others) at the end of the book, which addresses the difficulties that may be caused by the division into two subcategories – especially when items may potentially be found in either of the two halves.

Latin Grammar, by Gildersleeve and Lodge

Summary: A very 'traditional' grammar, including points that more reduced grammars omit.

Advantages: The number of notes and examples taken from original texts make it especially suitable for those looking for advanced uses of particular grammatical aspects.

Points for consideration: This may be difficult to use for beginners unused to the structure of a 'traditional' grammar without some additional explanation. In general, the fact that it is one of the less didactic grammars makes it more suitable for post-beginners.

A New Latin Syntax, by E. C. Woodcock

Summary: Rather than presenting syntax in what has become a familiar order (cases, simple sentences, subordinates, etc.), in this syntax book items are introduced in order of importance: i.e. in terms of frequency – from most commonly found to the not-often-found. In total, 289 grammar uses are presented.

Advantages: Very detailed and suitable for advanced students who want to see all the possible constructions that a case, a particular type of subordinate clause, etc., may take.

Points for consideration: For beginners the layout of the text may be rather frightening (especially if their companion text book introduces things in a different order) and there may rather too much grammatical theory. It is better suited to advanced research on syntax than for learning it for the first time.

Cambridge Latin Grammar, by CUP

Summary: A clear and compact guide to the Latin language especially designed for both reference and revision. It concentrates on commonly encountered aspects of the language.

Advantages: Its reduced size makes it very user-friendly. The two main characteristics are that it explains the grammatical concepts per se before developing the same concept in Latin and that it avoids any unnecessary theory. Moreover, it includes exercises and practice examples of grammatical features. It is useful both to students learning to read Latin and to those learning to write Latin.

Points for consideration: The approach reflects the traditions of the Cambridge Latin Course, but the guide will prove helpful to all students of Latin, whatever course they have followed.

Dictionaries

Oxford Latin Dictionary, by P. G. Glare (editor)

Summary: Large-size dictionary, supposed to replace the famous Lewis/Short (see below), although it does not cover such a long period.

Advantages: It is supposed to be more accurate than the Lewis/Short.

Points for consideration: For advanced students who are seeking concrete nuanced meanings, not for beginners.

A Latin Dictionary, by Lewis and Short

Summary: Large-size dictionary, older than the former Oxford Latin Dictionary; it includes vocabulary from the Medieval period.

Advantages: Although theoretically replaced by the Oxford Latin Dictionary, it is really useful for its longer coverage and (for the same reason of replacement) readily available second-hand at a reasonable price.

Points for consideration: As is the case with all these large-size dictionaries, it is more suited to advanced students seeking concrete nuanced meanings, not for beginners.

An Elementary Latin Dictionary, by C. T. Lewis

Summary: Abridged version of A Latin Dictionary (Lewis and Short, see above).

Advantages: Once the bulk of original examples have been deleted, what remains is a much more handy dictionary of a normal size that can still be carried around and brought to class.

Points for consideration: Much more useful for beginners than the large version Lewis and Short (see above).

Pocket Oxford Latin Dictionary, by J. Morwood

Summary: Dictionary of reduced size, both Latin-English and English-Latin.

Advantages: Because of its reduced size, it is very handy, and it can also be used for translation into Latin. Very useful for beginners who want to find just what they need, without unnecessary complications.

Points for consideration: It could be argued that it falls short with regard to original examples, but this would have created a voluminous dictionary which would have lost the portability that makes this so useful.

Cassell's Latin Dictionary, by D. P. Simpson

Summary: Latin-English and English-Latin dictionary; the English-Latin half is really complete, with a lot of sub-entries.

Advantages: The detailed English-Latin half makes it very useful for prose composition.

Points for consideration: It's not a pocket dictionary, but on the other hand neither is it excessively large. It's a good dictionary for an advanced student who wants a dictionary in both senses (English-Latin and Latin-English) and wants to avoid large volumes. It is suitable for beginners who intend to carry on to intermediate.

Latin Dictionary, by Handford and Herberg

Summary: Dictionary belonging to the yellow Langenscheidt series; pocket size with both Latin-English and English-Latin.

Advantages: It includes much more than its reduced size might lead you to expect and the reduced size makes it really attractive for beginners.

Points for consideration: Although it includes much more than would generally be expected some not-very-common terms are (understandably) omitted, so you may need recourse to another dictionary in addition at more advanced levels.

English-Latin Dictionary, by Sir William Smith

Summary: Excellent dictionary for Prose Composition at advanced level.

Advantages: Not only are the terms translated very accurately, with examples indicating the suitability of each option according to the sense, but some terms that cannot be translated directly also appear and receive a periphrastic conceptual translation.

Points for consideration: Given its size and the amount of information included in it, maybe it should be used only at very advanced level. For lower levels the abridged version may be more appropriate.

Textbooks

Learn to Read Latin, by Keller and Russell

Summary: Latin course book divided into two books: the main textbook and a workbook. The material in the textbook is divided into 15 chapters, with a few original sentences at the end of each; the main material for practising is in the workbook.

Advantages: Students are directed to the corresponding group of exercises in the workbook after finishing each bit of grammar in the textbook, so they do not need to finish the chapter in order to start practicing. Each chapter starts with a comprehensive section on new vocabulary, complete with explanations.

Points for consideration: The workbook is really voluminous – similar in size to a telephone directory, because spaces have been left into which the answers can be written – and consequently very expensive. The second edition, which has divided each book into two, has made it more usable/transportable but even more expensive.

Wheelock's Latin, by F. M. Wheelock

Summary: A course divided into 40 chapters. Each chapter ends with some sentences to be translated from Latin and into Latin together with some adapted text(s).

Advantages: The number of chapters (40) makes it easily adaptable to any calendar, and students do not feel the burden of never-ending chapters, rather they enjoy being able to practise after just two or three grammatical items have been presented.

Points for consideration: It follows the American order of cases. There is a lot of auxiliary material available for students to use independently and for tutors to use as supplements: e.g. audio files, cumulative vocabulary lists, additional stories to accompany each chapter, a workbook, etc. from a website (http://wheelockslatin.com/) devoted to this method. The website also makes a key available to teachers only (identification is requested). The accompanying workbook is useful for consolidation but is not really essential – if cost is an issue, it is possible to cover the material and ensure it is learnt without it.

Oxford Latin Course, by J. Morwood and M. Balme

Summary: Excellent course that combines the reading of texts (the story of Horace's life, the events of the 1st century B.C., etc.) with grammar and exercises (including translation into Latin). It is divided into three books. In the most recent edition, the grammar needed for each book has been gathered together at the end of it, in the previous editions it was embedded within each chapter.

Advantages: The stories, dealing with the life of Quintus Horatius Flaccus, really make the student feel like going on to read the following chapters. The exercises correspond exactly with the grammar explained in the chapter and acquired so far.

Points for consideration: The story of Horace's life finishes at the end of the 2nd book; in the 3rd book the focus text is selections from original authors, both prose and poetry, conveniently glossed, so the 3rd book can also be used separately as an anthology for a reading class on 'From Republic to Empire'.

Lingua Latina per se Illustrata, by H. H. Ørberg

Summary: This method of Latin language is delivered exclusively in Latin. The student learns new vocabulary from glosses at the side of the text, which is also in Latin. The textbook comprises two volumes, popularly known as 'the orange book' and 'the green book' because of their colours. In addition to the textbook, there are leaflets of: vocabulary, grammatical explanations, exercises, etc. (mainly in several languages).

Advantages: With this course, students will read many pages of made-up text in the first book, while in the second book they will start reading adapted texts by classical authors. As the two main books are in Latin, students will find themselves completely immersed in the Latin language. Not only will they learn Latin, but they will also learn in Latin.

Points for consideration: The grammar leaflets may sometimes seem excessively reduced and longer explanations for difficult constructions with more examples would be advantageous and may need to be supplied from alternative sources. The immersion method is not very well known in the UK, but is very common in other countries, for instance Italy.

So You Really want to Learn Latin, by N. R. R. Oulton

Summary: A series of three books, all following the same parameters: theory on the left hand page and practise on the right hand page.

Advantages: Ideal for easy teaching and easy learning, especially for the distribution of pages: students will not proceed until they have practised the grammar just presented. The grammar is explained as easily as possible, avoiding unnecessary theory.

Points for consideration: Although some chapters lack a text at the end, the final result is a simple practical method.

Latin: An Intensive Course, by Moreland and Fleisher

Summary: A very intensive course, divided into 18 chapters. The progression is really quick (with the subjunctive in chapter 2, for instance). There are some units of review exercises interspersed between the chapters.

Advantages: It is very suitable for postgraduate students who need to learn Latin quickly, although a good knowledge of general grammar is advisable (this is assisted by the exercises which provide practice in English, e.g. Active to Passive, prior to exercises in Latin).

Points for consideration: As it is divided into only 18 chapters and the exercises are accumulated at the end of each one of them, either a lot of flipping back and forth is necessary or a lot of theory must be covered before they are attempted. The sentences in the exercises may seem too artificial.

Reading Latin, by JACT

Summary: A Latin course presented in two books: grammar, exercises and vocabulary in one and texts in another one. The course is based on the reading of some adapted texts, beginning with Plautus and going on with Cicero. The structure is a combination of grammatical explanations followed by exercises in one book, and the corresponding texts in the other book.

Advantages: The contact with original texts is immediate, although of course the texts have been adapted in order to be suitable for the students' level. The tutor has the choice, as with all methods that include a text per section, of whether to focus on the text first and deduce the new grammar from it or focus on the grammar first and then identify its application in the text.

Points for consideration: The use of texts from Plautus introduces a large number of idiomatic expressions that students will probably not find repeated in other authors, but this can be excellent if students wish to specialize in this author or go on to read Terence. The distribution into sections occasionally seems irregular because some sections are very short, but others are extremely long, and this can make it difficult to distribute chapters in equal number according to the academic calendar.

Ecce Romani, by The Scottish Classics Group

Summary: A series of 4 booklets and a 5th larger one introduces Latin slowly by means of 74 very short chapters; each one of which includes a text, vocabulary, grammatical explanations and exercises. Although it is intended for school use, it can be used at university.

Advantages: Being divided into so many chapters (74), each of them is easily and quickly covered, which avoids students feeling as if the chapters are never-ending, and the texts are very well graded. It is an ideal method for those who want to learn Latin through reading texts and can be a useful source of unseens for post-beginners or consolidation classes.

Points for consideration: The exercises do not include translation into Latin. The texts of the 5th book, very well glossed with vocabulary and grammatical observations, could be used as an independent source book for reading practice at any level.

Latin Course for Schools, by L. A. Wilding

Summary: A very 'traditional' course, divided into three parts. Each chapter begins with the presentation of a new grammatical item, followed by sentences very closely related to the grammar to be translated from Latin and into Latin and ending with a final text for continuous prose-reading practice.

Advantages: The content is very evenly distributed between the chapters, with each one having the same length and structure, which makes it simple to adapt to any academic calendar. The method and structure is simple and the grammar is very well explained, so this textbook is suitable for self-directed learning. This kind of 'traditional' method has yielded excellent results for generations and generations and will go on giving them.

Points for consideration: Although the title mentions clearly that it is intended for schools, it can be perfectly well used at university level. While there would probably not be enough time to go through all of the exercises in each chapter, the large number of exercises for each grammatical item means that there is ample material to set for homework and still leave some for exam revision.

Veni, Vide, Vince!, by J. Powell

Summary: A course designed specifically for undergraduate beginners; it is divided into 30 chapters. Like some other textbooks it presents the endings by cases (all the nominatives, all the accusatives, etc.), rather than by declensions (1st declension, 2nd declension, etc.).

Advantages: At the same time as presenting the grammar, the author very frequently adds comments comparing English and Latin methods of expressing the same concept, remarking on the differences between the languages. The author uses a natural rather than technical mode of expression which is more user-friendly for students.

Points for consideration: The exercises at the end of each chapter comprise a few sentences, although there is a section of text from time to time, especially towards the second half of the book. The vocabulary at the end of the book is classified by grammatical categories (adjectives, verbs, etc.), which encourages engagement with the technicalities of language but is can mean that students may take a while to become comfortable using it. The book is not yet published, but can be requested free-of-charge from Jonathan Powell (RHUL), who is happy for it to be used but requests that it not be modified.

The Leeds Latin Project: teaching beginners Latin with texts and translations, by R. Maltby and K. Belcher

Summary: A method designed specifically to support fast-track university-level language acquisition; it is divided into 18 chapters, with each one intended for 4 or 5 hours of instruction. The method is aimed at enabling students to read original Latin as soon as possible. Each of the chapters, at the end, has a list of vocabulary to be learnt and exercises in translation into and from Latin. The sentences to be translated into Latin are English translations of Latin sentences and part of the method is to encourage comparison between the student's translation and the Latin original.

Advantages: All of the sentences to be translated are taken from original texts, something that postgraduate students especially appreciate. It is a good textbook for those who want a fast-track method.

Points for consideration: The reduction of exercises to only original sentences may result in undergraduates, who generally need more practice to assimilate grammatical uses, feeling the need for some more flexible exercises, for example, exercises on declensions. The first half (and a key to its exercises) are available as pdf downloads from the HCA Subject Centre website (www.heacademy.ac.uk/hca/classics).

Cambridge Latin Course, by Univ. of Cambridge

Summary: A story-based approach divided (in its new edition) into 5 books (and an additional anthology). Each section is divided into several subsections, which consist of a Latin text, vocabulary notes, grammatical notes, and exercises (of several kinds: completing sentences, translation, etc.). The method reaches GCSE level and beyond. Online Auxiliary Materials are at http://www.cambridge.org/uk/education/secondary/classics/clc/about.htm.

Advantages: The method puts a lot of emphasis on the texts, so it is ideal for students who want to enjoy reading Latin stories, while reducing grappling with grammar to a minimum. Very suitable for undergraduates, but unlikely to be suitable for postgraduates.

Points for consideration: Occasionally the grammar seems to be excessively reduced to a bare minimum, which makes it difficult for students to have, for example, a general map of declensions and verbs, but the feedback from students is usually very positive. There is an accompanying grammar book.

Essential Latin, by G. Sharpley

Summary: Divided into 13 chapters, this book is an introduction to the very basics of Latin accidence; it does not cover the whole grammar, just the very basics.

Advantages: Excellent for students who have learned some Latin before (perhaps some years ago) and want to refresh their knowledge of the basics of the language.

Points for consideration: Syntax is hardly covered in this book.

Latin via Ovid, by N. Goldman and J. Nyenhuis

Summary: A course divided into 40 chapters. As the title indicates, it uses Ovid's *Metamorphoses* as the background for the texts, which are presented in abridged prose versions. Each chapter has a text, vocabulary, grammatical explanations and exercises.

Advantages: The book is a combination of 'traditional' approach and modern improvements, for example it includes not only translations into and from Latin but also questions to be answered in Latin. Of course, it is ideal for those who want to read Ovid.

Points for consideration: The pedagogical method is very sound, both in the presentation of grammar and in the kind of exercises selected. Highly recommended.

Introduction to Latin, by S. C. Shelmerdine

Summary: A course divided into 32 chapters. It follows a 'traditional' pattern of grammar, exercises and final text for each chapter.

Advantages: Ideal for those who are looking for a 'traditional' method that has well-presented and well-explained grammar.

Points for consideration: Really useful and recommended, although it does not cover Latin grammar completely (for instance, quominus and quin are omitted).

Latin Alive and Well, by P. L. Chambers

Summary: The book is divided into 36 chapters, with the 'traditional' structure of grammar, exercises and final text for translation in each one of them (except in the very first ones). These texts deal with the history of Rome and are 'made-up' but are based on Livy, Virgil, Seneca and other classical authors.

Advantages: The author tries to keep grammatical explanations to the minimum necessary for students to cope with the grammar as it appears in the text and he realises this objective, presenting the grammar in a very concise and easy way. There are also sentences to be translated into Latin.

Points for consideration: A very good user-friendly way of presenting grammar and practice. However, the Latin sentences chosen in the exercises, all of them original, do sometimes seem really difficult.

A New Approach to Latin, by Macnaughton and McDougall

Summary: Divided into two books, this method presents Latin grammar with a view to the reading of texts. Like some other textbooks it presents the endings by cases (all the nominatives, all the accusatives, etc.), rather than by declensions (1st declension, 2nd declension, etc.), unlike other textbooks it extends this method to more grammatical and sometimes requires the student to deduce the forms/grammar from the examples provided.

Advantages: It is a good method for students who want to enjoy reading texts and increasing their Latin vocabulary rather than learning grammar.

Points for consideration: Students must build their own grammatical schemes during the learning process, although there is a grammar appendix at the end of each of the two books.

Learning Latin, by J. Randall

Summary: This textbook in 25 chapters was written by the author with adult learners in mind. As with some other courses, nominal accidence is presented by cases rather than declensions, whose existence is hardly mentioned.

Advantages: Convenient for adult learners who want to get a grasp on Latin while avoiding grammar as much as possible.

Points for consideration: It is a basic introductory course, so not all grammar is covered. Not for use with undergraduates, as students may end the course without a sufficient knowledge of grammatical concepts to progress to higher-level language learning.

Intermediate Latin, by A. Reyes

Summary: This textbook was written to provide a revision of grammar (the 1st part of the book) before the reading of some glossed texts from Livy (the 2nd part of the book). The 1st part is divided into 10 lessons, which implies that each lesson contains a very large amount of grammar to be revised. Each section of grammar makes reference to the corresponding section of Gildersleeve's Latin Grammar.

Advantages: The 2nd part is really good, an excellent book for those who want to read, with a lot of help (vocabulary, grammatical explanations, etc.), texts on the history of Rome.

Points for consideration: The 1st part (grammar revision) would benefit from more exercises, as these are sometimes reduced to just a few sentences, so supplementary material should be sought.

The Approach to Latin, by Paterson and Macnaughton

Summary: Divided into 2 books, this course is divided into a lot of short chapters (51 in the 1st book, 45 in the 2nd). It takes a 'traditional' approach, featuring a large amount of text and with exercises at the end of each chapter, even if only one new short grammatical item has been introduced. There are special vocabularies for each chapter included at the end of the book, in addition to the usual main vocabulary list.

Advantages: The quantity of text featured after every new grammatical item has been introduced is really admirable. It is ideal for those who prefer to have grammar presented in the easiest possible way and then to practise it by engaging with lots of text, including sentences to be translated into Latin.

Points for consideration: It does not reach the most difficult stages of Latin grammar (e.g. quominus and quin are omitted), but it does reach the advanced stages, for instance the predicative dative of the style 'auxilio esse'. Highly recommended.

First Year Latin, by Jenney, Baade and Burgess

Summary: The first half of a course, which is continued in Second Year Latin (see below). This first book, therefore, covers only half of Latin grammar. It is divided into 40 lessons. Each one has the 'traditional' approach of grammar, exercises and a final text (usually a very long one).

Advantages: The exercises include several types: sentences to be translated, change of number, parsing of verbal forms, etc. The texts at the end of each chapter get progressively longer, so it is a very good book for those who like reading texts.

Points for consideration: The book should be complemented with the next one, as together they present a scheme of grammatical study which is both well-explained and practical. Highly recommended.

Second Year Latin, by Jenney, Baade, Coffin and Scudder

Summary: The second half of a course, this textbook follows on from First Year Latin (see above). Although some of the authors are not the same, it shares the same characteristics.

Advantages: The same as for First Year Latin (see above).

Points for consideration: The same as for First Year Latin (see above).

Composition Manuals

Latin Prose Composition, by North and Hillard

Summary: This provides a revision of Latin syntax oriented towards translation into Latin. One of the most famous manuals for Prose Composition, it has been used for generations.

Advantages: Ideal for students who need not only to learn how to translate into Latin but also some syntax revision. Each section has the necessary vocabulary for its exercises and the transition from writing simple sentences to writing continuous text is made easy.

Points for consideration: It does not deal with the techniques of considering the wider possibilities of expressing the same idea in another language. It and the key are available as pdf downloads from *Textkit: Greek and Latin Learning Tools* (http://www.textkit.com). There is a published key available.

Latin Prose Composition, by W. R. Hardie

Summary: A book for very advanced students, this is not a revision of syntax or an introduction to Latin composition, but rather a compendium of matters related to style. The first half of the book is a series of notes related to several grammatical points but always focused on style; the second half is a series of texts for translation into Latin.

Advantages: Very useful for advanced students who want to learn how to make their Latin not only grammatically correct (this is taken for granted as the departure point in this book) but also to make it 'sound Latin'.

Points for consideration: This is for students who have already gone through a more elementary course of prose composition and who make hardly any grammatical mistakes, so now want to take the further step of considering stylistics.

Bradley's Arnold Latin Prose Composition, by J. F. Mountford

Summary: A book for advanced students, it covers in 65 chapters all the possible constructions in Latin and their application when translating into Latin.

Advantages: Ideal for those who want to end up with a whole knowledge of Latin syntax. The exercises are very closely linked to the grammar presented in that chapter.

Points for consideration: The book should be attempted only after the basics of grammar (both accidence and syntax) have been firmly consolidated. The order in which the grammar is presented may seem strange, especially the use of cases, which appears in the middle of the syntax of subordinate clauses, so tutors may wish to reconsider the order in which they work through the book.

Introduction to Continuous Latin Prose, by Nash and Williams

Summary: 5 chapters deal with different aspects and techniques of translating into Latin, e.g. the use of participles, how to deal with abstract nouns, etc.

Advantages: It really teaches the technique associated with translating the sense of the English passage into Latin rather than translating word by word. Students will learn to make their Latin version 'sound Latin' rather than creating a Latin text that, although grammatically correct, would be unnatural for a Latin speaker.

Points for consideration: Despite its title, this book should probably not be used as an introductory text. It is more suitable for use after grammatical consolidation and students have achieved a degree of competence in reading Latin, since grammar is hardly revised.

Advanced Level Latin Prose, by Nash and Williams

Summary: A follow-on to the Introduction to Continuous Latin Prose (see above), this book deals with more idiomatic expressions, the use of negatives, expressions of time, etc.

Advantages: It is ideal for students who have already achieved a high-level of understanding of the Latin language and want to make their compositions 'sound Latin'.

Points for consideration: The passages to be translated are really advanced.

Writing Latin, by R. Ashdowne and J. Morwood

Summary: A book for the reinforcement of Latin syntax with a view to translating into Latin. The syntax is presented in 22 sections, each with exercises, graded according to their level of difficulty, at the end. The exercises are mainly sentences (sometimes forming a connected narrative) but occasionally there are continuous passages for translation into Latin, and their appearance increases as the book progresses. After the chapters focused on syntax, there are some passages in Latin with comments about style and structure, so that these comments can be applied later in the translation of passages into Latin.

Advantages: Excellent for syntax revision, this book could be used for language revision as well, or instead, of teaching Latin prose composition, both because of the way the syntax is presented and because of the Latin passages with grammatical comments.

Points for consideration: There is a key available, although this is not widely publicised.

Latin Sentence and Idiom, by R. Colebourn

Summary: 60 chapters deal either with individual syntactical items and their use in translating into Latin or with ways of expressing a specified English construction in Latin.

Advantages: The level it reaches is really advanced and, although it is oriented towards translation into Latin, it can be used for advanced syntax revision because although the exercises are sentences from English into Latin, there are some Latin quotations.

Points for consideration: Accidence and the basics of syntax are reviewed, as they are supposed to be well known.

Auxilliary Material

For students' independent use:

Latin Phrase Book, by C. Meissner

Summary: A very extensive and complete collection of all kinds of expressions, classified thematically (e.g. time, the human body, sciences, emotions, etc.).

Advantages: Comprehensive and useful for prose composition at advanced idiomatic level.

Points for consideration: Although so many subdivisions could make difficult to find a concrete idiom, the conceptual index at the end of the book helps in this task.

A Basic Latin Vocabulary, by Wilson and Parsons

Summary: A vocabulary of the most common 1,000 words in Latin, presented alphabetically. Prepositions are dealt with at the end of the book.

Advantages: Words related etymologically are grouped together if they happen to be consecutive.

Points for consideration: When possible, English derivative from the presented word are included. There is also a brief appendix on syntactical constructions.

Latin: From Common Entrance to GCSE, by M. Seigel

Summary: This is a revision of the main syntactical structures needed for GCSE level. 27 chapters cover one structure each, and the book includes two chapters of passages for translation from Latin and one chapter of passages for translation into Latin. Each of the 27 chapters on syntactical structures has exercises (sentences both from Latin and into Latin) and a Latin text at the end.

Advantages: Very easy to use, and useful for increasing vocabulary, because each chapter has a list of vocabulary to be learnt that relates to the final text. The vocabulary to be used in the English to Latin sentences must be taken from the Latin text in the same chapter, which helps students to reinforce vocabulary, as they have to use it in both directions.

Points for consideration: The book takes GCSE as its endpoint, so more advanced grammar (e.g. quominus and quin) should be supplemented as necessary. However, it is a useful source of consolidation and revision of syntactical exercises. The book also includes some adapted verse passages to be translated into English.

The Latin Language, A Handbook for Students, by The Scottish Classics Group

Summary: The book is divided into two halves: Syntax and Translation. The first half deals with the different constructions, and the second half with ways of translating the uses of the subjunctive, with case recognition, with some problematic words (cum, ut, quod, etc.) and some other aspects. Both halves include exercises after each section.

Advantages: Good for syntax revision of usually problematic points. The exercises in each section are divided into two levels of difficulty.

Points for consideration: There are no exercises from English into Latin. There is some attention paid to Medieval Latin and a grammatical appendix.

Disce Latinum, Latin Constructions Book, by R. O. Marshall

Summary: A booklet that encompasses the most common Latin syntax. Each structure is presented schematically, with explanations kept to a minimum, usually just a few lines, accompanied by examples. This is followed by a series of Latin sentences to practise the structure and some sentences to be translated into Latin.

Advantages: Convenient for those who want a very concise scheme of syntactical constructions and sentences to exemplify them.

Points for consideration: This is a concise revision of syntax, not a scheme for learning syntax for the first time. There is no index, constructions must be found by flicking through the pages.

Essential GCSE Latin, by John Taylor

Summary: An excellent book which comprises all the grammar needed for GCSE, both accidence and syntax. Each section starts with the grammatical explanations for the item in question and is followed by a series of Latin sentences to be translated.

Advantages: Each section (around 80) deals directly with a single item, preceded by a concise explanation of its grammatical meaning in English before dealing with it in Latin.

Points for consideration: Although it starts with declensions, adjectives, etc., the book does not follow the usual order expected of a grammar; some verbal tenses are presented after the sections of syntax have already been started (interspersed in the middle of them), possibly following the logic of not introducing a verbal tense until the constructions for which it is needed have been met.

For tutors' use as supplements:

Vox Latina: A Guide to the Pronunciation of Classical Latin, by W. S. Allen

Summary: A book on the controversial topic of how Latin was pronounced.

Advantages: Possibly the best book in the field of Latin pronunciation.

Points for consideration: It is not a short and quick guide, so may be excessive for students who simply want to learn the basics, but is invaluable for tutors seeking to guide their classes towards a standard pronunciation which will facilitate the oral/aural dimension of learning in the class.

Naufragés du latin, by D. Porte

Summary: A French book which is in fact a collection of examples, taken from original authors, of all the possible grammatical items: use of cases, constructions, etc.

Advantages: Ideal for finding examples of a given construction or use to supplement other textbooks. The number of examples for every use is very large.

Points for consideration: The fact that it is written in French is not an inconvenience, as the grammatical terminology is easily understandable. Nevertheless, it should only be recommended to students at a very advanced level.

Aeneas to Augustus: A Beginning Latin Reader for College Students, by Hammond and Amory

Summary: A very large collection of Latin texts, all of them with grammatical and historical notes. The texts are presented in a graded sequence (from easy to difficult), covering the historical period of the title. The texts have been taken from a number of classical authors (Cicero, Sallust, Livy, etc.) and have been adapted to suit the students' level of progressing linguistic competence: they are heavily adapted at the beginning and not adapted by the end.

Advantages: Ideal for students who want to learn the history of Rome from the original sources at the same time as reading Latin for practice, because each text has a historical introduction relating to its content and moreover the notes, apart from being extremely complete with respect to grammatical explanations, provide a lot of historical information.

Points for consideration: There is an appendix on metrical schemes and a very complete list of sources, in addition to a whole vocabulary.

From Augustus to Nero, by Fagan and Murgatroyd

Summary: A book of glossed texts, taken from original authors (Suetonius, Tacitus and Seneca), that deal with the lives of 5 emperors. The glosses are concerned with grammatical difficulties and vocabulary. There is a complete vocabulary at the end.

Advantages: Very good for students who are interested in or want to concentrate on the lives of emperors and at the same time practise their Latin language. It is a handy way to tie the study of Latin texts to a first-year Roman historical survey course. The book also has a very good introduction to the history of the period.

Points for consideration: The study of grammar is required before this book can be used.

Ecce Scriptores Romani, by The Scottish Classics Group

Summary: This book is a continuation of the textbook series Ecce Romani. It has a selection of both prose and verse texts. Each text has double help: vocabulary assistance alongside the text on the same (right hand) page and grammatical assistance on the opposite (left hand) page. The texts are grouped thematically (on love, action, honour, etc.).

Advantages: This double help (vocabulary and grammar) makes it ideal for reinforcement of both aspects. It has an appendix on metre and a vocabulary.

Points for consideration: This book can be used independently from Ecce Romani as an anthology for increasing the language level while reading unadapted original texts.

Via Plana, by P. R. Taylor-Briggs

Summary: This book deals with thirteen items of syntax (in 12 chapters, one of the chapters includes two items) that usually pose some difficulties to students. Following the presentation of the associated theory, there are exercises, which are divided into five levels of difficulty (although not all items have all five levels).

Advantages: It is very convenient for finding exercises for any of the given syntactical points and for finding them not only as individual sentences but with a context.

Points for consideration: It only covers thirteen syntactical structures, and there is perhaps an excessive use of poetry rather that prose for the exercises.

Latin Anthology for GCSE, by P. McDonald and M. Widdess

Summary: A selection of several authors. The texts are classified according to themes (on family life, conquest, etc.). The text appears on the left hand side, with vocabulary for it on the right hand side.

Advantages: Although the title suggests that this anthology has been adapted for GCSE level, the texts are only very slightly adapted (mainly through abridgement), so it can be used for any level. What makes it suitable for use at GCSE are the very extensive vocabulary glosses and this may make it a good source of unseens.

Points for consideration: The book comes with a CD with the verse texts recited.

Part 2: Greek

At a Glance: the resources reviewed

Grammars

Greek Grammar, by W.W. Goodwin
Greek Grammar, by H.W. Smyth
A Primer of Greek Grammar, by E. Abbott and E. D. Mansfield
Oxford Grammar of Classical Greek, by J. Morwood
Nouvelle Grammaire Grecque, by J. Bertrand
La Grammaire Grecque par l'Exemple, by J. Bertrand
A Syntax of the Moods and Tense of the Greek Verb, by W.W. Goodwin
The Syntax and Semantics of the Verb in Classical Greek, by A. Rijksbaron

Dictionaries

An Intermediate Greek-English Lexicon, by Liddell and Scott
Pocket Oxford Classical Greek Dictionary, by J. Morwood
English-Greek Lexicon, by G. M. Edwards
English-Greek Dictionary, by Woodhouse
Dictionaire Français-Grec

Textbooks

Athenaze, by M. Balme and G. Lawall
Learning Greek with Plato, by F. Beetham
Reading Greek, by JACT (second edition)
Introduction to Greek, by C.W. Shelmerdine
Greek to GCSE, by J. Taylor (2 volumes)
Greek Beyond GCSE, by J. Taylor
Introduction to Attic Greek, by D. J. Mastronarde
Greek: An Intensive Course, by H. Hansen and G. M. Quinn
Thrasymachus, by C. Peckett
Initiation au Grec Ancien, by J.V. Vernhes
From Alpha to Omega, by A. Groton and J. Gibson
Hellenizein, by E. Parasinou and G. Shipley
A New Introduction to Greek, by Chase and Phillips
An Introduction to Ancient Greek, by C. Luschnig
St James Greek Course, by W. Rasmussen

Composition manuals

Elementary Greek Exercises, by Hillard and Botting
Greek Prose Composition, by North and Hillard
Greek Prose Composition, by A. Sidgwick
Introduction to Continuous Greek Prose Composition, by Nash and Williams
Advanced Level Greek Prose Composition, by Nash and Williams
Foundations for Greek Prose Composition, by Lewis and Styler
A First Greek Writer, by A. Sidgwick
Lectures on Greek Prose Composition, by A. Sidgwick
Greek Prose Style, by J. D. Denniston
Greek Prose Composition, by S. O. Andrew
Advanced Greek Prose Composition, by J. Donovan
Greek Prose Usage, by G. S. Thompson

Auxiliary Material

For students to self-help:

All The Greek Verbs, by N. Marinone
Classical Greek Prose: A Basic Vocabulary, by M. Campbell
Basic Greek Vocabulary, by J. R. Cheadle
Greek Phrase Book, by H. W. Auden

For tutors as supplement:

Vox Graeca: A Guide to the Pronunciation of Classical Greek, by W. S. Allen
A New Short Guide to the Accentuation of Ancient Greek, by P. Probert
Greek Prose Usage, by G. S. Thompson
Elementary Greek Translation, by Hillard and Botting
A Primer of Greek Exercises, by W. Greenstock
Greek Unseen Translation, by S. Anderson and J. Taylor
Greek through Reading, by Nairn and Nairn
A World of Heroes, by JACT
The Intellectual revolution, by JACT

Grammars

Greek Grammar, by W.W. Goodwin

Summary: Possibly the best-known grammar of Greek, used by generations of Hellenists. It covers most of the grammatical aspects of Greek language, both accidence and syntax.

Advantages: It is very complete and ideal for those interested in information usually not found in a run-of-the-mill Greek grammar. Very suitable for students who want to acquire an in-depth knowledge of the language.

Points for consideration: As with all books of its period (the 1890s), today's students can find it difficult to use (even to consult some basic items) and they can also be put off by the small print-size and densely packed pages of compressed lines. However, it is available as a pdf download from *Textkit: Greek and Latin Learning Tools* (http://www.textkit.com), which means it can be recommended as an additional resource for better/quicker/more conscientious students.

Greek Grammar, by H.W. Smyth

Summary: More or less the same as Goodwin's grammar (see above).

Advantages: Smyth's grammar includes a much larger section than Goodwin's on particles.

Points for consideration: It has more or less the same characteristics as Goodwin's grammar, but the layout is slightly less 'packed and compressed'.

A Primer of Greek Grammar, by E. Abbott and E. D. Mansfield

Summary: A very well-known grammar, used for decades. It is divided, as all grammars, into accidence and syntax.

Advantages: Its longstanding successful use is a guarantee that things in it are well explained and clearly laid out, despite of what sometimes may be seen as excessive classification.

Points for consideration: There is perhaps too much grammatical theory, especially in the section on verbal accidence and the section on syntax is perhaps a little short. The excessive degree of classification may serve to confuse rather than assist students.

Oxford Grammar of Classical Greek, by J. Morwood

Summary: A very concise grammar laid out in a very user-friendly way. It deals with the most important aspects of accidence and syntax and offers examples from original authors.

Advantages: As it deals only with the most important features, its reduced size makes it very convenient for beginners. It is very easy to find the required items quickly.

Points for consideration: A series of grammatical features that could be considered important have been left out, but their inclusion would have produced a much larger book. It may be necessary to use supplementary material to effect the transition to intermediate.

Nouvelle Grammaire Grecque, by J. Bertrand

Summary: An excellent presentation of Greek grammar; each item is presented with its accidence and then followed-up with its syntax. Verbs are presented not by classes but by tenses (all presents, all futures, etc.).

Advantages: Although it voluminous size may be off-putting, it is well-organised and required items can be easily found. The fact that it deals accidence and syntax at the same time is very useful, and the most common exceptions and cases of confusion are clearly identified.

Points for consideration: Despite being in French, it is not too difficult to use with a little of effort. Teachers or students more used to the 'traditional' classification of verbs could find it strange to use at first.

La Grammaire Grecque par l'Exemple, by J. Bertrand

Summary: This is the companion exercises book for the Nouvelle Grammaire Grecque (see above). It has a chapter corresponding to each of the grammar's chapter. Exercises cover both accidence and syntax, and the long sentences include both made-up Greek and sentences taken from original authors. It has the key at the end.

Advantages: The exercises can be used independently from the grammar.

Points for consideration: As with the grammar, the fact that it is in French could be a handicap, but it is a useful source of exercises on particular points for supplementary use.

A Syntax of the Moods and Tense of the Greek Verb, by W. W. Goodwin

Summary: This is a very detailed presentation of Greek syntax. It bears a close resemblance to the syntax section of the Goodwin's grammar (see above) but is much more complete.

Advantages: There is hardly any possible construction in Greek that cannot be found here, and there are lots of examples taken from original authors.

Points for consideration: As with Goodwin's grammar (see above), the pages are packed with compressed lines in very small print. The subdivisions of grammatical items are so numerous that it can sometimes be difficult to find a specific item.

The Syntax and Semantics of the Verb in Classical Greek, by A. Rijksbaron

Summary: This book deals with all the possible aspects of verbal syntax: main sentences, subordinates, participles, etc., with a lot of examples taken from original authors.

Advantages: It is much more user-friendly than Goodwin's grammar (see above). It has an excellent index of grammatical terms (also an index of Greek words used and an index locorum). The final pages feature a very useful summary of Greek syntactical usage.

Points for consideration: The subdivisions are much fewer and simpler than in Goodwin (see above), which makes it much easier to find specific items.

Dictionaries

An Intermediate Greek-English Lexicon, by Liddell and Scott

Summary: This is the intermediate version of the famous Liddell-Scott dictionary (also known as 'the Middle Liddell' or 'Momma Bear'). Most of the literary quotations have been deleted, retaining only those which are necessary to illustrate a specific meaning.

Advantages: The deletion of most of the literary quotations means that meanings (the objective of dictionary use in the initial stages of language-learning) are much easier to discern. The resulting book is of relatively normal size, making it much easier to use than the complete version, as well as far more affordable.

Points for consideration: It could be argued that it is perhaps still 'too complete' for absolute beginners, but many undergraduate beginners have used it with absolute satisfaction and it means that they can 'start as they mean to go on', without needing to upgrade their dictionary for intermediate (or, for that matter, advanced) study.

Abridged Greek-English Lexicon, by Liddell and Scott

Summary: Also known as 'the baby version', 'the Little Liddell' or 'Baby Bear', this is the smallest of the series which includes the 'Middle Liddell' (see above) and it is intended mainly for beginners. For the sake of simplicity, almost all the quotations have been omitted.

Advantages: As with the Intermediate Greek-English Lexicon (see above), it is really handy, very portable and relatively inexpensive.

Points for consideration: Despite being intended for beginners, it includes strong aorist forms and the vocabulary it includes is so broad that it can still be used at intermediate.

Pocket Oxford Classical Greek Dictionary, by J. Morwood

Summary: A dictionary of reduced size, it features both Greek-English and English-Greek.

Advantages: Because of its reduced size, it is very handy, even more so than the Abridged Greek-English Lexicon (see above), and it can also be used for translation into Greek. It is very useful for beginners who want to find exactly what they need without unnecessary complications.

Points for consideration: It could be argued that it falls short in respect of original examples, but this would have created a large volume that would not have be so handy.

English-Greek Dictionary, by S. C. Woodhouse

Summary: An excellent dictionary for both prose and verse composition. When necessary it distinguishes between prose usage and verse usage. It includes idiomatic usages and relevant additional grammatical information where necessary.

Advantages: Very useful, it includes everything students need for both prose and verse composition. It has an appendix of proper names: personal, geographic, etc.

Points for consideration: Available online at *http://www.lib.uchicago.edu/efts/Woodhouse/*. There is an excellent search facility whereby typing in a word takes you directly to the relevant page.

English-Greek Lexicon, by G. M. Edwards

Summary: A medium-sized dictionary, it is not as large as Woodhouse (see above). Despite being considered of minor importance in comparison with Woodhouse, it does include entries which Woodhouse omits.

Advantages: Each entry features fewer possibilities and sub-entries than Woodhouse (see above), which makes it easier to use and perhaps more suitable for those starting to translate into Greek.

Points for consideration: It is out of print and difficult to find a copy except in specialized libraries and second-hand shops.

Dictionaire Français-Grec, by several authors (H. Berthaut as director)

Summary: A pocket-size dictionary, this is as useful as the much-larger Woodhouse (see above). After giving the main possibilities for the entry, expressions including the searched-for word in combination with other words are presented: e.g. the entry 'time' includes the expressions 'last time', 'first time', 'not to have time', 'at any time', etc.

Advantages: The combination of small size and excellent quality (even to the inclusion of entries omitted from Woodhouse (see above), makes it extremely useful.

Points for consideration: Highly recommended for students of prose composition who need guidance towards idiomatic thinking and can read French.

Textbooks

Athenaze, by M. Balme and G. Lawall

Summary: One of the most popular textbooks, it is used world-wide. Divided into two volumes of around 17 chapters each (although each chapter is in fact bi-partite), each lesson contains an initial text, grammatical section and exercises corresponding to the explained grammar. There are two additional workbooks and two tutors' handbooks.

Advantages: The texts form several stories, including a narrative on the Peloponnesian War, and their continuity stimulates interest, encouraging students to go on reading. The exercises are well-adapted to the explained grammar.

Points for consideration: Sometimes the initial texts only include one or two examples of the grammar that is being explained in that chapter and this tendency increases in the 2nd volume. Tutors may want to supplement the text with additional examples of the grammar 'in action' in sentences from other sources.

Learning Greek with Plato, by F. Beetham

Summary: As its title states, this method teaches Greek using Plato (specifically the Meno) as a background. In 25 (quite long) chapters it covers the grammar and features a substantial amount of edited text with grammatical explanations.

Advantages: Ideal in that it immediately applies what has been learned to the reading of texts; this method is particularly popular with post-graduate beginners. The passages of text can be used independently for supplementary practice by those using other textbooks thanks to the abundance of well-considered accompanying notes. The Appendices (e.g. on irregular verbs) are really useful.

Points for consideration: It is not only, as the title suggests, exclusively restricted to Plato but is restricted to a single dialogue. However, students intending to pursue study in ancient philosophy may find it a very useful and engaging beginners' course. It does not include any exercises for translating English into Greek.

Reading Greek (second edition), by JACT

Summary: One of the most widely-used textbooks in the UK, it comprises two volumes (one featuring grammatical explanations and follow-up exercises, the other containing corresponding texts), divided into sections with a varying number of chapters contained within them. In the second edition, the vocabulary is presented side-by-side with the text in the second volume. In the second edition chapters of comparable length have been provided as a result of the re-organisation of the first edition's volume of 'grammatical explanations and follow-up exercises'.

Advantages: The grammar is well-explained. The corresponding texts have touch different aspects of life within the classical period and contain distinct plots (one per section) which have internal continuity in order to stimulate the desire to 'read on'.

Points for consideration: It could be argued that the distribution of content is very uneven (some sections have only one chapter, while others have five), which makes it difficult to plan distribution according to the available semesters or terms. The use of Plato's texts in the last parts of the book is rather difficult.

Introduction to Greek, by C.W. Shelmerdine

Summary: This is the second edition of the Shelmerdine's revision of L.A. Wilding's introductory Greek course that had been used for so many decades in British schools and universities. Shelmerdine's first edition expanded on Wilding to include additional grammatical items and a vocabulary at the end of each chapter, as well as embedding the grammar within the chapters, precluding the necessity for students to study it in an additional grammar book. This second edition retains these improvements and makes some further improvements, e.g. dividing some long chapters into two so that chapters are comparable in length and adding some additional important grammatical items.

Advantages: With these improvements the second edition means that all of the basics of grammar can be covered. There is absolute parity in the exercises translating from and into Greek; there are always the same number of sentences in each direction. Most chapters have a Greek text (usually adaptations of classical authors) and these adapted texts are very well chosen and presented.

Points for consideration: There are some errata, but a list of them can be downloaded from http://www.pullins.com/Books/01849IntroToGreek2e.htm.

Greek to GCSE, by J. Taylor (2 volumes)

Summary: As the title says, these 2 volumes are intended for school use and take an appropriately didactic approach to delivering all the grammatical items that students need in order to reach GCSE level. Each chapter includes a series of sentences (both Greek-English and English-Greek) which are very well-linked to the grammar presented within them.

Advantages: It is easy to use, the grammar is extremely well-explained with unnecessary complications being scrupulously avoided.

Points for consideration: Logically, it reaches only the GCSE level, which is below the standard required by the majority of university beginners' course, but this has a very easy solution by partnering it with the series' next volume – Greek Beyond GCSE (see below).

Greek Beyond GCSE, by J. Taylor

Summary: This volume is the continuation of Greek to GCSE (see above) and follows the same didactic method of presentation and structure of its chapters.

Advantages: It has the same advantages as Greek to GCSE (see above) and every explanation of grammatical items is really easy to understand.

Points for consideration: This volume can be used independently of Greek to GCSE (see above) for reinforcement of the difficult points that students may not have covered in their previous studies or that have either been forgotten or are still found difficult. It may be suitable for fast-track transition from existing GCSE knowledge to first-year post-A-level study rather than putting students with GCSE Greek into university fast-track beginners courses where they often become de-motivated during the early stages.

Introduction to Attic Greek, by D. J. Mastronarde

Summary: A Greek course divided into 42 chapters, with each chapter including sentences for practising and concluding with a short passage of text.

Advantages: The division into 42 chapters means that each chapter is not excessively long, which allows students to practise without having to assimilate an excessive amount of grammar in order to reach the level necessary for the exercises at the end of each chapter.

Points for consideration: In some chapters the amount of grammatical theory exceeds what is required by beginners, so tutors may wish students to delete (or bracket for future use) some unnecessary information which may otherwise lead to confusion. There is a key and some supporting CD-Rom resources available.

Greek: An Intensive Course, by H. Hansen and G. M. Quinn

Summary: Developed for the American intensive Summer School system, this is an intensive course in a very thick book. The content is divided into only 20 lessons (intended to encompass four hours of study each), with the result that each lesson is very long and covers a great deal of grammatical information. There are a great many sentences and short passages to be translated presented at the end of each lesson, although students are directed to use them at appropriate points.

Advantages: It covers everything, and the grammar is really well-explained. It progresses so quickly that it is ideal for very intensive courses where the intention is grammatical competence to support future independent reading/translation. The sheer number of examples within each exercise means that there are plenty for use in class, homework and revision without the need for re-use or supplement.

Points for consideration: Each chapter includes so much interrelated grammar that it can be difficult to restructure for one-hour sessions and the whole can be difficult to fit into a single academic year. The exercises are always translation exercises, rather than grammatical exercises, so it may not be ideal for those who will progress to composition at higher levels and supplementary material may be necessary to achieve that aim.

Thrasymachus, by C. Peckett

Summary: This language acquisition method is based on reading text, with students being directed to the back of the book to a substantial appendix, in which the grammar corresponding to each chapter is contained. The texts deal with Greek mythology (broadly familiar and frequently of interest to most students) and follow a continuous plot focused through the main character of Thrasymachus (a child).

Advantages: The mythological texts happen to be very amusing for students, the layout is simple and easy-to-follow and the exercises correspond well to what has been explained.

Points for consideration: The grammar appendix may sometimes benefit from some further explanations, but these are supposed to be supplied by the tutor, who will need recourse to supplementary material, perhaps by recommending a more substantial grammar. The choice of a child as the main character and made-up Greek text may make this book less suitable for university beginners, especially postgraduate beginners.

Initiation au Grec Ancien, by J.V. Vernhes

Summary: A very good textbook, divided into 35 chapters with an incredible number of practice sentences at the end. The chapters are structured so that as soon as a grammatical item has been covered students are directed to the corresponding sections of vocabulary notes and exercises, in order to practise before proceeding further within the chapter.

Advantages: This is very useful from a practical point of view, because of the numerous notes on idiomatic usage and the quantity of consolidation exercises.

Points for consideration: It is in French, which may limit its use by students, but means it is suitable for providing supplementary material for tutors. In some cases (especially for verb forms) students are sent to study it in the grammatical appendix at the end of the book. There is a key for the exercises, which must be purchased separately.

From Alpha to Omega, by A. Groton and J. Gibson

Summary: Divided into 50 small units, each follows the 'traditional' structure of grammatical explanation, then exercises and concluding with a passage of text. There is also a separately published book of exercises and a key.

Advantages: The division into 50 small units makes each one of them light and swift.

Points for consideration: This textbook is very grammatical, perhaps too much for students who would prefer grammar to be reduced to the unavoidable minimum.

Hellenizein, by E. Parasinou and G. Shipley

Summary: The approach is aimed exclusively at language acquisition by archaeologists and ancient historians and includes examples from formal and informal inscriptions and numismatics, together with the specialist skills necessary for engaging with them.

Advantages: Archaeologists and ancient historians who do not want to acquire in-depth language knowledge but to need to assimilate the basic strategies for engaging with frequently untranslated primary material will benefit enormously from this textbook.

Points for consideration: This textbook is not designed for the acquisition of Greek language to the level required to read original texts. It could be used as a valuable skills-related resource for post graduate ancient historians (whether they beginners or not). It is available, as is a version with a key for the exercises, as a pdf download from the HCA Subject Centre website (www.heacademy.ac.uk/hca/classics).

A New Introduction to Greek, by Chase and Phillips

Summary: Divided into 40 chapters, it is very 'traditional' and includes a large amount of theory in the presentation of its grammar.

Advantages: Some users have commented that it is more useful as a consultation book for revision/consolidation than it is for learning Greek for first time.

Points for consideration: It assumes that users are conversant with Latin grammar; making it very suitable for use on classics programmes within which undergraduate students with A-level (or equivalent) Latin are beginning to learn Greek or within which postgraduates with Latin are beginning to learn Greek because this feature would enable an accelerated ('fast-track') pace. It would probably not suit the usual mixed-ability beginners' Greek group.

An Introduction to Ancient Greek: a literary approach, by C. Luschnig

Summary: Divided into 14 chapters; at the end of each the 'literary approach' introduces closely annotated readings from original authors.

Advantages: Accidence is very well-explained; there are lots of exercises with which to practise and these include sentences to be translated both from and into Greek. The exercises are well-thought out and are the best feature of the book.

Points for consideration: Accidence receives far more attention that syntax, which is interspersed as asides within the presentations of accidence. The order in which grammar is presented may seem strange: e.g. feminine 1st declension nouns, which resemble each other closely, appear in several different chapters. Support material is available from the *World Wide Greek* website (http://worldwidegreek.com).

St James Greek Course, by W. Rasmussen

Summary: This book takes the student from the very bottom of grammar up to a GCSE level. Chapters are short and simple. It makes Greek really simple and easy.

Advantages: It does not presume any previously knowledge of grammar, as the grammar needed is explained on the spot. It's a good book for self-learning, and maybe also for students who are struggling with another textbook and want to use this one on their own as reinforcement. Grammar is explained in the easiest way: just what you need, and nothing else.

Points for consideration: It has a strange characteristic: contract verbs are presented from the very beginning without forming the contraction (which will be learnt in the final stages); of course, this has the advantage of allowing us to present from the very first stages verbs that are usually avoided until contract verbs have been studied.

Composition Manuals

Elementary Greek Exercises, by Hillard and Botting

Summary: A little book of sentences to be translated from English into Greek, with each section preceded by some short notes on the grammar to be used in that section.

Advantages: It is a very useful first step in translation into Greek, and is ideal for building students' confidence because of its simple sentences and emphasis on accidence. It can be easily used in parallel with Elementary Greek Translation by the same authors (see below) because the grammar is introduced in the same order in both books.

Points for consideration: It only has sentences with no continuous passages, but this is appropriate for an introduction to translation into Greek. It provides a good grounding for the future use of Greek Prose Composition, by North and Hillard (see below), which does work up to continuous passages.

Greek Prose Composition, by North and Hillard

Summary: Provides a revision of Greek syntax oriented towards translation into Greek. One of the most famous manuals for prose composition, it has been used successfully for generations and includes both sentences and continuous passages.

Advantages: It is ideal for students who not only need to learn how to translate into Greek but also require some syntax revision. Each section includes the necessary vocabulary for its exercises. The transition from writing simple sentences to more complex sentences to continuous text is handled effectively, making it easier.

Points for consideration: It does not deal with the wider possibilities of expressing the same idea in another language or techniques for so-doing. It is available as a pdf download from *Textkit: Greek and Latin Learning Tools* (http://www.textkit.com). There is a key published.

Greek Prose Composition, by A. Sidgwick

Summary: Used for more than a century, this offers a three-part in-depth introduction to prose composition, at a rather high level. The first part deals with syntax, providing a revision of construction use, and the second part deals with techniques of translation/composition (idiomatic usage, translating the sense, etc.). The third part consists of a large number of prose texts to be translated into Greek, with hints relating to difficult expressions.

Advantages: Hardly any possible construction is neglected and the hints relating to the texts to be translated are very useful. It is a very good manual for students who already have a solid grammatical foundation.

Points for consideration: The level of texts to be translated is really high from the beginning, so it would be difficult for novices. The theory appears in a single block without any interspersed exercises, appearing to favour the application of theory to texts following its acquisition en bloc. It is not easy to identify practice exercises that include/exclude particular syntactical constructions. It is available as a pdf download from Textkit: *Greek and Latin Learning Tools* (http://www.textkit.com). There is a key available.

Introduction to Continuous Greek Prose Composition, by Nash and Williams

Summary: This book deals with techniques and tactics for translation into Greek, rather than with grammar revision.

Advantages: Ideal for use alongside a grammar book and/or revision programme, or by the grammatically competent; introducing techniques for idiomatic rather than word-by-word translation enables students to make the transition to producing prose that 'sounds Greek'.

Points for consideration: Grammatical knowledge of both accidence and syntax is assumed, so it should really only be used once grammar and vocabulary have been well-internalised.

Advanced Level Greek Prose Composition, by Nash and Williams

Summary: This is a continuation of the Introduction to Continuous Greek Prose Composition (see above). Some points are dealt with again but in greater depth and some new points are introduced.

Advantages: It has the same advantages as the Introduction to Continuous Greek Prose Composition (see above) and through it students learn how to translate the thought/intention of a phrase/sentence/passage rather than to produce literal translations.

Points for consideration: As with the Introduction to Continuous Greek Prose Composition (see above), grammar is supposed and assumed to be well-known.

Foundations for Greek Prose Composition, by Lewis and Styler

Summary: This manual is divided into three parts. The 1st offers a revision of some difficult points of accidence; the 2nd deals with syntax (subordinates, etc.); the 3rd deals with translating continuous prose passages.

Advantages: Each section in the 1st two parts includes sentences for practice and a complete vocabulary is provided. Practice opportunities are provided in conjunction with accidence and syntax, enabling easier transition to continuous passages which require grammatical familiarity and incorporate a range of challenges. The explanations are exemplary and it is really easy to use.

Points for consideration: The 1st two parts deal only with sentences, not with texts; only the 3rd part deals with continuous texts and only then after several points providing guidance on how to tackle abstract vocabulary, etc. Among a number of appendixes, there is an excellent one on the main parts of irregular verbs.

A First Greek Writer, by A. Sidgwick

Summary: This manual is divided into two parts. The 1st part is a revision of Greek syntax, not only the syntax of sentences but the syntax of pronouns, adjectives, etc., all accompanied by excellent notes on Greek idiomatic expressions, etc. The 2nd part has a series of texts to be translated into Greek; each one of them has a short vocabulary.

Advantages: It is ideal for students who have completed a university beginners' Greek course and want/need to start composing in Greek. It is also useful for students who want to revise Greek syntax without wanting/needing to do composition.

Points for consideration: Unfortunately, there are no practice exercises relating to the clearly explained points of syntax; the only exercises are the texts to be translated, which can only be tackled with a degree of grammatical competence that equates to the material covered in the 1st part. It is available as a pdf download from *Textkit: Greek and Latin Learning Tools* (http://www.textkit.com). There is a key available.

Lectures on Greek Prose Composition, by A. Sidgwick

Summary: This book offers some guidance about how to translate from one language to another (idioms, etc.) and then provides a series of passages of text to be translated into Greek. Each passages of text is accompanied by a detailed explanation of how and why to translate each sentence.

Advantages: This book is very unusual and provides an extremely useful example of an experienced translator of continuous prose from English into Greek explaining how to tackle the exercise. Not only do the explanations cover the choice of structures and words but alternatives and the reasons for not using them are also covered.

Points for consideration: Not suitable for recommendation to beginners, but ideal for students with an in-depth knowledge of Greek or who are undertaking Greek prose composition at a high level. It is available as a pdf download from *Textkit: Greek and Latin Learning Tools* (http://www.textkit.com).

Greek Prose Style, by J. D. Denniston

Summary: This book deals with several aspects of style, e.g. word order, asyndeton, etc.

Advantages: It can be used not only for prose composition, but also for the study of Greek and for translation from Greek, aiding transition from literal to nuanced/stylish translation.

Points for consideration: The level is really advanced, so it should probably not be used as a first stage book for prose composition or even in parallel with one, but rather after an introductory course in prose composition.

Greek Prose Composition, by S. O. Andrew

Summary: An unusual book, especially for the peculiar distribution of the content. The 60-page Introduction actually forms the 1st part of the book because it presents a revision of syntax, during which a number of contrasts between English and Greek usages are emphasised. The 2nd part is a series of texts to be translated into Greek, with some hints.

Advantages: It has a short, but very good, section on conjunctions and particles in combination, with clear examples.

Points for consideration: For today's students, it could seem 'old fashioned', but the way in which the author contrasts Greek and English usages is still (if not even more) valuable. Nevertheless, it should not to be used as a first book for prose composition, but rather after an introductory course in prose composition. There is a key published.

Advanced Greek Prose Composition, by J. Donovan

Summary: As the title suggests, this is an advanced, i.e. extremely difficult, book for those looking to reach absolute mastery of Greek prose composition. The manual is concerned throughout with Greek idiom and techniques for making prose compositions 'sound Greek', to the extent of approaching completely 'native' classical exposition.

Advantages: The level is so high that by comparison any other prose composition manual will look extremely easy. There are a clearly delineated number of different ways of expressing the same idea in Greek.

Points for consideration: Probably to be used only if the level of prose composition is already quasi-'native'.

Greek Prose Usage, by G. S. Thompson

Summary: This short manual offers a structured series of notes on different syntactical constructions.

Advantages: Each syntactical construction is very well-explained, with all the possibilities for expressing a given thought (e.g. of purpose) clearly laid out.

Points for consideration: Curiously, this manual only contains theory; there are no exercises. Therefore, its use should be supplemented with exercises from other sources.

Auxiliary Material

For students' independent use:

All The Greek Verbs, by N. Marinone

Summary: A giant list of all the verbal forms to be found in Greek.

Advantages: Ideal for finding out where a verbal form comes from, especially when deductive methods are of no assistance.

Points for consideration: Beginners should be very careful because the similarity of some forms can lead to false deductions. It should be used to support the development of deductive reasoning, but students may be tempted to use it purely as a crib.

Classical Greek Prose: A Basic Vocabulary, by M. Campbell

Summary: List of the commonest 1,500 words in Greek. The vocabulary is classified by declensions, by type of adjectives, type of verbs, etc.

Advantages: There is a general alphabetical index which directs the students to the necessary page where the required word can be found, in its corresponding group. There is a supplement with more information about a lot of very common words.

Points for consideration: This could be used as a dictionary for the very first stages of Beginners' Greek, but this is not recommended because any word which is not one of the commonest ones will not appear. It may better to recommend it as a 'list to be learned' (these are often requested due to the GCSE/AS/A2 requirement to learn a vocabulary list rather than identify necessary vocabulary-learning from reading and dictionary use).

Basic Greek Vocabulary, by J. R. Cheadle

Summary: List of the commonest 1000 words in Greek, ordered alphabetically.

Advantages: Very easy to use, as it is composed of a single continuous list.

Points for consideration: Very useful for absolute beginners: simple and quick. It could be recommended as a 'list to be learned' (these are often requested due to the GCSE/AS/A2 requirement to learn a vocabulary list rather than identify necessary vocabulary-learning from reading and dictionary use).

Greek Phrase Book, by H. W. Auden

Summary: This short book is a collection of idiomatic expressions in Greek. The expressions are classified by theme: the army, politics, private life, etc.

Advantages: Very good for identifying the specialist vocabulary in a given area.

Points for consideration: This book is best used once a very firm language-base has been acquired in both grammar and vocabulary.

For tutors' use as supplements:

Vox Graeca: A Guide to the Pronunciation of Classical Greek, by W. S. Allen

Summary: A book on the controversial topic of how Ancient Greek was pronounced.

Advantages: Possibly the best book in the field of Ancient Greek pronunciation.

Points for consideration: so may be excessive for students who simply want to learn the basics, but is invaluable for tutors seeking to guide their classes towards a standard pronunciation which will facilitate the oral/aural dimension of learning and the class.

A New Short Guide to the Accentuation of Ancient Greek, by P. Probert

Summary: A comprehensive account of the way accents should be written, a matter which is frequently omitted in the early stages of language acquisition. The first chapter covers the basics and following chapters deal with accents in verbs, in nouns, in pronouns, enclitics, etc.

Advantages: This is, without any doubt, the best book ever written for learning Greek accentuation, it has been written to enable the reader learn and achieves this aim admirably.

Points for consideration: The book has exercises to accompany each section, so that the knowledge assimilated can be put immediately into practice. There is a key at the end of the book, which means it can be used for self-directed learning. The author is considered to be world's foremost expert in Greek accentuation, so absolute accuracy is ensured.

Greek Prose Usage, by G. S. Thompson

Summary: This short book is a collection of very useful notes on several points of syntax.

Advantages: It is useful for students who are still struggling with some syntactical constructions and need to go over them again, but may benefit from a different explanation.

Points for consideration: Unfortunately, the book lacks exercises to practise the syntax.

Elementary Greek Translation, by Hillard and Botting

Summary: An introduction to translation from Greek. It begins with sentences and moves on to continuous passages, with each section indicating the relevant (assumed) grammar.

Advantages: It is easy to use and excellent for starting the practice of reading, with texts deal with the history of Athens. It can be used in parallel with *Elementary Greek Exercises* (see above), as the grammar is introduced in the same order in both books.

Points for consideration: Grammatical knowledge is assumed and the grammar covered is comprehensive, some aspects are omitted. However, it is an excellent first step.

A Primer of Greek Exercises, by W. Greenstock

Summary: A collection of exercises on all aspects of grammar, it is similar to the exercises book of Abbott and Mansfield's *A Primer of Greek Grammar* (see above). Sets of exercises, including translation from and into Greek, are preceded by notes on relevant usages.

Advantages: The similarity to Abbott and Mansfield's *A Primer of Greek Grammar* (see above) makes it ideal for students who are using that grammar, but it is suitable for students who just want exercises to practise specific grammatical items or tutors seeking supplementary examples.

Points for consideration: It only includes sentences; there are no continuous passages in Greek, although there are some continuous passages to be translated into Greek.

Greek Unseen Translation, by S. Anderson and J. Taylor

Summary: A collection of passages for translation for GCSE, AS and A2. Passages have individual vocabulary support and include examples of both prose and verse from a wide range of authors. In the 1st half of the book the passages are adapted, but unadapted passages appear in the 2nd half.

Advantages: Given the fact that it covers such a wide range of authors in both adapted and unadapted texts with specific vocabulary lists, it is an excellent resource of unseens for use at all stages of the language learning process.

Points for consideration: It has an appendix on some points of scansion.

Greek through Reading, by J.A. Nairn and G.A. Nairn

Summary: The book presents texts about Greece followed by a grammatical appendix and concludes with a series of passages in English (based on the Greek ones) for translation into Greek.

Advantages: The inclusion of English passages based on the Greek passages in the 1st part of the book means it can be used for prose composition as well as for reading practice.

Points for consideration: Although there is a grammatical appendix, grammar is not taught in this book, rather it is assumed to be known, so it is not really suitable for language acquisition unless it is used after (or carefully alongside) a grammar-based course.

A World of Heroes, by JACT

Summary: A series of selections from Homer, Herodotus and Sophocles, with lots of vocabulary notes. It is supposed to be used as a continuation of *Reading Greek* (see above) and forms a pair with *The Intellectual Revolution* (see below).

Advantages: Even if you have not used *Reading Greek* (see above), this book can be used as an independent reading book and could be used as a source of unseens or supplementary readings at intermediate level.

Points for consideration: There are no grammatical explanations, just vocabulary help.

The Intellectual Revolution, by JACT

Summary: A series of selections from Euripides, Thucydides and Plato, with lots of vocabulary notes. It is supposed to be used as a continuation of *Reading Greek* (see above) and forms a pair with *A World of Heroes* (see above).

Advantages: Even if you have not used *Reading Greek* (see above), this book can be used as an independent reading book and could be used as a source of unseens or supplementary readings at intermediate-advanced level.

Points for consideration: There are no grammatical explanations, just vocabulary help.