



**2025**

**Textbook  
Collection**

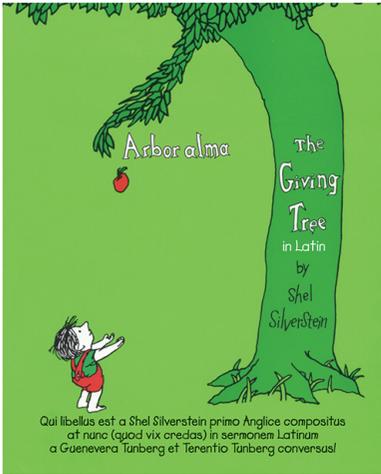
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# New and Notable



## The Giving Tree in Latin

**ARBOR ALMA**

**Shel Silverstein, author and illustrator**

**Translated by Jennifer Morrish Tunberg and**

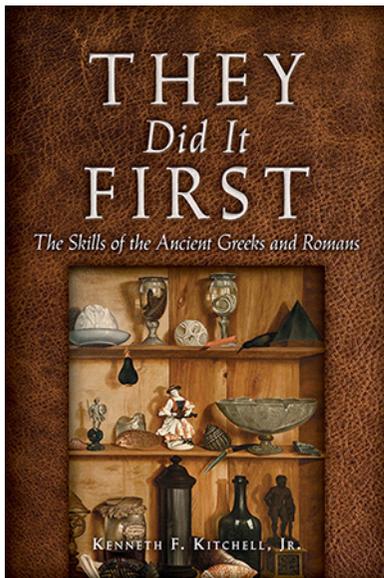
**Terence O. Tunberg**

72 pp., 26 original Shel Silverstein drawings (2002)

7" x 9" Hardbound, ISBN 978-0-86516-499-4 • \$20.00

An evocative parable, *The Giving Tree*—the story of a lifelong relationship between a boy and the tree who happily responds to the boy's every need—is retold in Latin in *Arbor Alma*. This edition features the original artwork of Shel Silverstein and a translation in a style that echoes the spirit of *The Giving Tree*.

Now back in print, this lively and accessible translation is sure to be cherished by a new generation of Latin students!



## They Did It First

***The Skills of the Ancient Greeks and Romans***

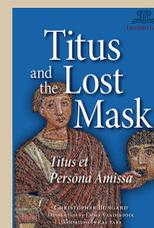
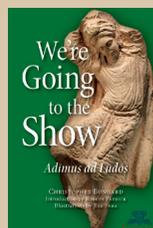
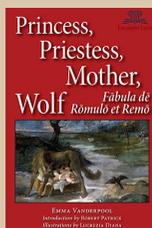
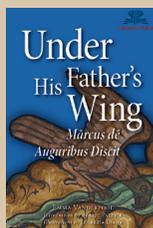
**Kenneth F. Kitchell, Jr.**

xvi + 238 pp., 42 illustrations (2024) 6" x 9" Paperback, ISBN 978-0-86516-884-8 • \$19.00

How did the ancients treat their pets? What did they do if they needed a quick bite to eat? What sorts of games did their children play? Such details emerge in this compendium of “out-of-the-way” facts and amusing anecdotes, shedding light on daily life in classical Greece and Rome. *They Did It First* provides a multifaceted look at the ancient world—from the obscure to the surprisingly familiar—by deftly weaving together evidence from written sources and material culture. As the author proceeds through an assortment of topics, parallels between antiquity and the modern world become clear.

Like its companion quotation collection, *They Said It First*, this miscellany is suitable for both casual readers and those looking for an accessible reference guide. Well-considered citations of both primary and secondary sources encourage further research, perfect for anyone curious about the activities and inventions of the ancient Greeks and Romans.

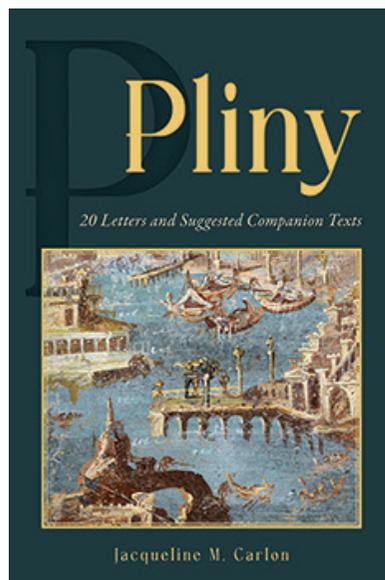
## Novellas Provide Immersive Introductions to Roman Culture



See pages 12–13 for these and other titles in the *Explore Latin* and *Encounter Latin* series!

# New and Notable

## Textbooks for the 2026 AP® Latin Exam



### **Pliny: 20 Letters and Suggested Companion Texts**

**Jacqueline M. Carlon**

*Student Text:* (forthcoming, 2025) 6" x 9" Paperback, ISBN 978-0-86516-885-5 • \$49.00

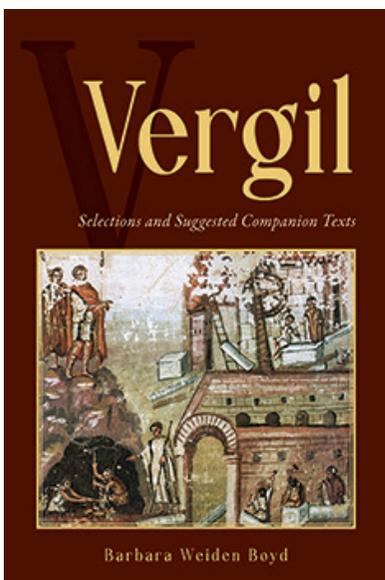
Hardbound, ISBN 978-0-86516-883-1 • \$59.00

*Teacher's Guide:* (forthcoming, 2025) 6" x 9" Paperback, ISBN 978-0-86516-886-2 • \$24.00

Designed for the new AP® Latin syllabus, this volume includes ALL required letters by Pliny the Younger. Ten additional epistles round out the prescribed passages. Companion texts encompass a variety of “choice” selections from Latin prose that complement Pliny’s work, from inscriptions to the letters of Cicero to the history of Eutropius. Short excerpts from the eighteenth-century poetic work *Rusticatio Mexicana* further illuminate Pliny’s subject matter and themes.

**Features** • General introduction on Pliny’s life, works, and influence • Bibliography • Pliny’s Letters unadapted Latin passages: 1.6; 2.6; 6.4, 7, 16, 20; 7.5, 24, 27; 9.6; 10.5, 6, 7, 37, 90 with same-page vocabulary and notes • Introductory notes for each letter • Companion texts with introductory notes and running commentary: Eutropius, *Breviarium*

*Historiae Romanae* 8.1–2, 4–5; Rafael Landívar, *Rusticatio Mexicana* 2.67–75, 114–27; Seneca, *Epistulae Morales* 79.1–4; Augustus, *Res Gestae* 19–21; Cicero, *Ad Familiares* 14.3; Inscriptions • Latin-English glossary



### **Vergil: Selections and Suggested Companion Texts**

**Barbara Weiden Boyd**

*Student Text:* (forthcoming, 2025) 6" x 9" Paperback, ISBN 978-0-86516-890-9 • \$49.00

Hardbound, ISBN 978-0-86516-889-3 • \$59.00

*Teacher's Guide:* (forthcoming, 2025) 6" x 9" Paperback, ISBN 978-0-86516-891-6 • \$24.00

Designed for the new AP® Latin syllabus, this volume includes ALL required passages from Vergil’s *Aeneid*. An additional **15 lines** from the *Aeneid* round out the prescribed passages. Companion texts encompass a variety of “choice” selections (**602 lines**) from Latin poetry that complement Vergil’s work, from the elegies of Catullus to the epic of Petrarch.

**Features** • General introduction on Vergil’s life, works, and influence • Timeline and bibliography • *Aeneid* unadapted Latin passages: Book 1.1–33, 88–107, 496–508; Book 2.40–56, 201–49; Book 4.74–89, 165–97, 305–61; Book 6.450–76, 788–800, 847–53; Book 7.45–58, 783–817; Book 11.532–94; Book 12.791–96, 803–28, 919–52 with same-page vocabulary and notes • Introductory notes for each section • Companion

texts with introductory notes and running commentary: Catullus, *Carmina* 5, 7, 64. 1–25, 64.43–266, 85, 101; Horace, *Odes* 1.11, 1.23, 1.37, 2.3; Ovid, *Tristia* 1.3, 3.7; Petrarch, *Africa* 5.64–84, 670–89; Sulpicia, Poems 1–6 • Latin-English glossary

### **All the AP® in One Place**

B-C will offer a full lineup of new texts to align with the College Board’s announced AP® Latin curriculum changes. Alongside our Pliny and Vergil student commentaries, look for accompanying workbooks, notebooks, and online *Lumina* interactive exercises.



# LATIN FOR THE NEW MILLENNIUM

by Milena Minkova and Terence Tunberg

## Learn the Latin Language by Exploring Latin Literature

Fusing the traditional grammar approach with the reading method, *Latin for the New Millennium* celebrates and includes the other three-fourths of our Latin legacy—its full continuum into the Renaissance and the modern age.

Latin readings in **Level 1** introduce ancient Roman literature, from the playwright Plautus to the philosopher Boethius. Students also encounter Caesar, Catullus, Cicero, Horace, Ovid, Pliny, and Vergil.

Latin readings in **Level 2** have students traversing Europe as they read Latin authors of the Middle Ages and Renaissance—from Bede and Britain to Copernicus and heliocentrism—and sailing the Atlantic as they read from Sepúlveda's account of Columbus's journey. Each chapter of Level 2 keeps students firmly planted in classical Latin with an unadapted reading from Nepos's *Life of Atticus*.

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Features of *Latin for the New Millennium*, Levels 1 and 2:

- A literary vocabulary geared to that found in classical Latin
- Conversational exercises that introduce everyday expressions
- Latin readings that stimulate discussion of significant concepts
- Essays on classical mythology, daily life, and cultural topics that relate to the Latin readings
- Essays written by university scholars that connect the ancient and post-antique world to the modern
- Derivatives exercise in every chapter

Teacher's Manuals provide translations for Latin passages and answers to exercises as well as optional aural-oral activities, Teaching Tips, and comprehension questions for the English background essays in each Unit Review. Background notes on derivatives support the richer focus on English derivatives study in the student texts and workbooks.

Prereading information introduces students to the Latin author and places the author within a cultural and historical context.

Reading **VOCABULARY** always faces the Latin passage.

\* indicates a **VOCABULARY TO LEARN** word

**READING**

Peter Abelard was an eminent philosopher and theologian of the twelfth century who had acquired the reputation of a free thinker. He is remembered not only for his rigorous application of logical analysis in his studies, but also for his tragic personal life. When the uncle of a learned young woman named Heloise sought out a tutor for her, Abelard—who had been eager to meet her—applied for the position. The text below narrates what happened as a result.

This reading is an adaptation of a letter to Abelard from Heloise, in which she reacts to his *Historia calamitatum mearum* (*A Story of My Sufferings*), an autobiography presented in the form of a letter.

**HELOÏSA AD ABELARDUM**

1 Abaelardō dominō (immō patri), coniugī (immō frātri) Heloïsa ancilla (immō filia), uxor (immō soror) salutem dicit.

Lēgi epistulam quam ad amicū scripserās ut dē calamitatibus tuis nārārēs. Propter verba tua magnō dolōre sum capta. Discipula eram et tū magister mē docere debēbas. At ex tē nōn solum dē litteris discēbam, sed etiam dē amōre. Nam amor fortis inter nōs ārēt.

Avunculus meus putabat nōs librōs legere, sed nōs manūs tenēbāmus. Mē tamen uxōrem diū dūcēbas, nē fāmam perderēs. Tunc filium\* peperit et clam mātrimonio sumus iūcti. Avunculus irā est correptus et hominēs improbōs misit ut tē vulnerērent. Tandem sumus sēparāti: uterque monastērium intrāvit. Nunc tū in monastēriō tuō, ego in meō vivimus. Soror tua filium meum cūrat; ego et filiō et maritō misera egeō. Animus autem meus mēcum nōn est, sed tēcum. Si tēcum nōn est, nusquam est; nam sine tē esse nōn potest. At tū dē mē cogitare nōn vidēris. Ad mē, cum ūnā manēbāmus, carmina longa saepe scribēbas.

15 Nunc, cum sēparāmur, vōcem tuam nōn audiō. Scribās ad mē! Epistulam mittās ut sciam tē bene valēre! Amōrem nostrum colāmus! Nōllī mē relinquere! Valē, ūnice!

\*The parents gave their offspring the unorthodox name Astralabe, which is the name of an instrument for measuring the stars. Astralabe, son of Abelard, seems to have followed a career in the church but not much is known about the details of his life or death.

**READING VOCABULARY**

Abaelardus, *m.*, Abelard  
 ancilla, *ae, f.* – female servant  
 at (*conj.*) – but  
 calamitas, calamitatis, *f.* – calamity, disaster  
 carmen, carminis, *n.* – poem, song  
 clam (*adv.*) – secretly  
 \*coniūx, coniūgis, *m./f.* – spouse  
 \*discipula, *ae, f.* – student (female)  
 \*discō, erē, didici, — – to learn  
 \*dominus, *m.* – master, lord  
 \*fama, *ae, f.* – fame, name, reputation  
 \*frāter, frātris, *m.* – brother  
 Heloïsa, *ae, f.* – Heloise  
 immō (*conj.*) – on the contrary, nay rather  
 \*improbū, *a, um* – bad, wicked  
 \*iūgū, ēre, iūctū, — – to join  
 \*magister, magistrī, *m.* – teacher (male)  
 \*mātrimonium, *n.* – marriage  
 monastērium, *n.* – monastery

nūquā – imperfect subjunctive of nūquā  
 \*nē (*conj.* + subjunctive) – in order not to, lest  
 \*nusquam (*adv.*) – nowhere  
 \*pario, ere, peperit, partum – to give birth to  
 \*perderē – imperfect subjunctive of perdo  
 \*perdo, ere, perdidit, perditum – to lose, waste  
 \*salūs, salūtis, *f.* – health, welfare  
 \*salūtem dico + dative – I greet (a customary way to begin a letter)  
 \*scribo, ere, scripsi, scriptum – to write  
 ūnicus, *a, um* – only one  
 \*ut (*conj.* + subjunctive) – in order to, so that  
 uterque, utraque, utrumque – each (of two)  
 \*uxōrem dūcō – to marry (a woman), take as a wife  
 vulnerērent – imperfect subjunctive of vulnerō

\*Words marked with an asterisk will need to be memorized later in the chapter.

**COMPREHENSION QUESTIONS**

1. What has prompted Heloise to write to Abelard?
2. Why did Heloise's uncle arrange for Abelard to be attacked?
3. Where are Abelard, Heloise, and their son during the time Heloise is writing the letter?



The astralabe is a two-dimensional model of the celestial sphere inscribed on a brass disc. Its portability and usefulness made it the most used, multipurpose astronomical instrument until the seventeenth century. Conceived by the ancient Greeks, perfected by the Muslims, the astralabe was introduced to Europe from Islamic Spain in the twelfth century.

English **COMPREHENSION QUESTIONS** immediately follow the vocabulary list. They serve as a ready check on students' grasp of the Latin reading.

Full-color images enrich the readings and provide instruction through informative captions.

# FUSION APPROACH

## GRAMMAR DRAWN DIRECTLY FROM LATIN READINGS

Plentiful English-to-Latin and Latin-to-English **EXERCISES** reinforce the new grammar and morphology.

Each grammar or syntax concept is presented separately as a **LANGUAGE FACT**.

 **BY THE WAY** provides additional information or insight.

"LNM's fusion of reading, grammar-translation, and aural-oral communication-friendly approaches is based on the best in current Latin pedagogy. A particular strength of the series is its teaching of the importance of context in learning Latin."  
 – Ronnie Ancona  
 Hunter College and the CUNY Graduate Center

Complete morphology charts from the outset. Students are able to see the big picture.

 **STUDY TIP** provides student-friendly assistance in the form of a mnemonic device, an alternative explanation, or a clarification for complex concepts.

Examples of the concept are excerpted from the chapter's Latin reading. The grammar in each **LANGUAGE FACT** flows directly from the Latin reading.

**EXERCISE 4**  
 Translate into English.  
 1. Nōn debētis tenebrās timēre.  
 2. Memoriam firmare et servare possumus.  
 3. Litterās in libris servare solēmus.  
 4. Viri boni bona exemplā dare possunt.  
 5. Semper cogitare debētis.  
 6. Viri armātī patriam cūrāre debent.  
 7. Fābulās longās nārāre solēo.  
 8. Vita nōn solum lacrimās, sed etiam gaudia dare solet.  
 9. Rōmam vidēre debēs.

**LANGUAGE FACT III**  
**COMPLEMENTARY INFINITIVE WITH POSSUM, DEBEO, SOLEO**  
 Some Latin verbs, such as *possum*, do not usually appear by themselves.  
 The most common of these verbs are:  
*possum* – "I am able" (to do something)  
*debeo* – "I ought" (to do something)  
*soleo* – "I am accustomed" (to do something)  
 Such verbs often form phrases with a *complementary infinitive* that "fills out" their meaning.  
 There are clear examples of such phrases in the passage at the front of this chapter.  
*Druīdēs . . . de viris bonis et malis iudicāre solent.*  
 The Druids are accustomed to make judgment about good and bad.  
*Druīdēs scientiam magnam memoriā servare possunt.*  
 The Druids are able to preserve a large body of knowledge by memory.

**BY THE WAY**  
 Verbs (like *possum*, *debeo*, and *soleo*) that take a complementary infinitive with either an active or passive infinitive.  
 For example: *Puella puerō librum dare potest*, "The girl can give the book to the boy." *Librum puerō à puellā dari potest*, "The book can be given to the boy by the girl."

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**EXERCISE 5**  
 Translate into Latin.  
 1. We are accustomed to preserve (our) books.  
 2. You (plural) ought not to fear the Druids (*Druīdēs*).  
 3. Memory can be strengthened.  
 4. Stories are usually (are accustomed to be) told by the Druids (*Druīdibus*).  
 5. We can have the rewards: rewards can be given by the Druids.  
 6. Boys ought to be taught.

**LANGUAGE FACT IV**  
**TRANSITIVE AND INTRANSITIVE VERBS**  
 The verbs *sum* and *possum* have no passive forms because they are *intransitive*.  
 An intransitive verb describes a state of being or an action that takes no direct object (coming, going, and the like). Here are some other intransitive verbs, in addition to those you have already learned: *ambulo* ("walk"), *iacō* ("lie down"), and *maneo* ("remain").  
 A *transitive* verb, by contrast, is a verb that takes a direct object and so can be used in the passive voice. Such verbs include: *dō* ("give"), *habeo* ("have"), *video* ("see").



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**LANGUAGE FACT I**  
**FOURTH CONJUGATION VERBS: PRESENT TENSE ACTIVE AND PASSIVE, PRESENT ACTIVE AND PASSIVE INFINITIVE**  
 In the narrative about Catiline there are a number of verbs belonging to the third conjugation: e.g., *crēdunt*, *peti*, *gerit*, *dicit*. Notice also the form *audire*, which seems similar to the third conjugation verbs, but actually belongs to the fourth. If you look at the infinitive *audire*, and the forms *audiant* and *audiantur*, you will understand that this certainly is not a third conjugation verb.  
 Here are the present active and passive voices of the fourth conjugation, using the verb *audire* as an example:

Fourth Conjugation: Present Active				
	Singular		Plural	
First person	audiō	I hear	audimus	we hear
Second person	audis	you hear	auditis	you hear
Third person	audit	s/he/it hears	audiunt	they hear

**Present Active Infinitive**  
*audire* to hear

Fourth Conjugation: Present Passive				
	Singular		Plural	
First person	audior	I am heard	audimur	we are heard
Second person	audiris	you are heard	audimini	you are heard
Third person	auditur	s/he/it is heard	audiuntur	they are heard

**Present Passive Infinitive**  
*audiri* to be heard

**STUDY TIP**  
 The fourth conjugation is formed as usual by adding the personal endings to the verb stem. The linking vowel *-u-* appears only in the third person plural, just as in the third conjugation.

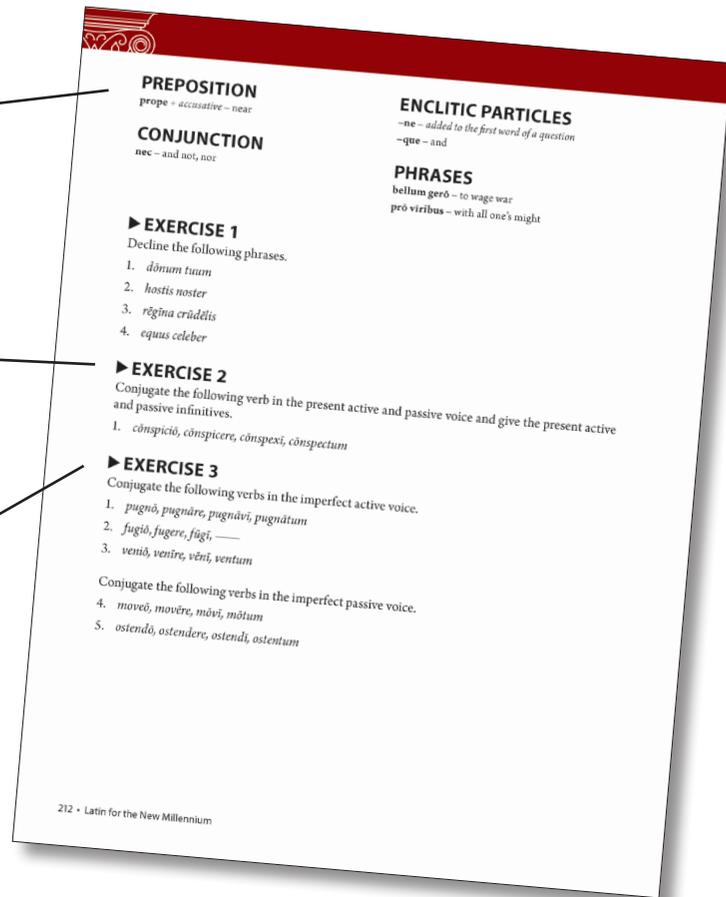
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# REVIEW SECTIONS

Each **REVIEW** presents the three chapters' **VOCABULARY TO LEARN** in a **VOCABULARY TO KNOW** list organized by part of speech.

For every three chapters, a **REVIEW** offers a set of new exercises to test cumulative mastery of the new grammar and syntax.

**EXERCISES** are designed to build on one another for a spiraling effect and deeper comprehension.



# EXTENSION MATERIALS IN REVIEW SECTIONS



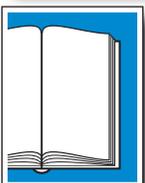
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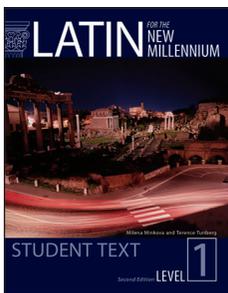
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## Designed for Today's Student

*Latin for the New Millennium* provides a firm foundation in Latin through its unique fusion approach to language learning. This comprehensive program combines the best practices of the reading method, traditional grammar instruction, and aural-oral techniques. Instructors and students who love *LNM* appreciate the second edition, with its additional exercises that provide reinforcement and scaffolding as well as an enhanced emphasis on English derivatives. A bounty of extension and support materials accompanies the program, created with today's college student in mind.

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Milena Minkova and Terence Tunberg

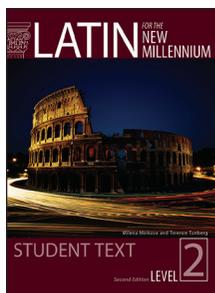
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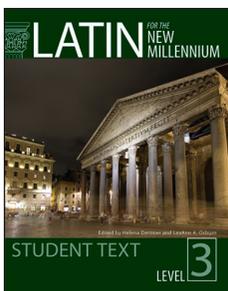
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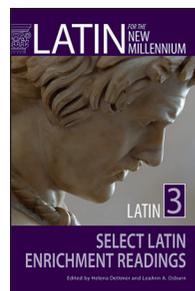
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Edited by Helena Dettmer  
and LeaAnn A. Osburn

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#### Latin 3

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Edited by Helena Dettmer and LeaAnn A. Osburn

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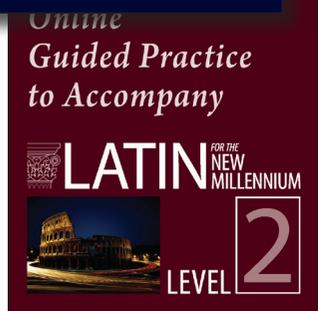
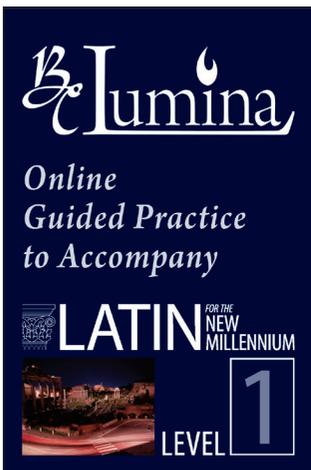
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*Lumina for Latin for the New Millennium* is an online interactive program offering numerous opportunities for practice and review. All-original activities enrich the plentiful exercises presented in the *LNM* student textbooks and workbooks—no exercises are repeated! Guided Language Fact sections provide immediate feedback to facilitate students' preview or review of a chapter. Mouse-over vocabulary lists allow a new format for vocabulary mastery. Interactive crossword puzzles engage students in derivative work. Automatically graded quizzes free up student-teacher time for translation, oral/aural work, discussion, and other learning.

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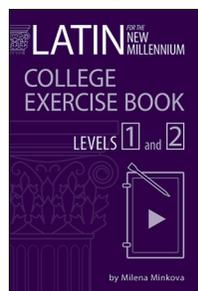
### For Students

- Review Language Facts and receive immediate feedback through a variety of exercises: drag-and-drop matching, sorting tasks, multiple choice questions, and fill-in-the-blank sentences
- Listen to audio recordings of Latin readings
- Study and practice Latin vocabulary in new formats
- Make connections between Latin and English through derivative work
- Engage with *LNM*'s Latin readings and language topics in greater depth

### For Instructors

- Quiz in various formats and select from multiple scoring settings
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## Designed for the College Classroom



### College Exercise Book

Milena Minkova  
xiii + 241 pp. (2012) 6" x 9" Paperback  
ISBN 978-0-86516-781-0 • \$29.00

The *College Exercise Book* offers a wealth of exercises to aid students in and out of class. With many answers provided in the back of the book, students can self-check their work and practice difficult concepts on their own time. Offering 7–9 exercises for every chapter of *LNM* 1 and 2, the *College Exercise Book* is a must-have resource for any student using *LNM*.

Features Exercises on • producing forms and phrases • translating phrases • defining/parsing forms • changing forms and phrases • translating sentences/paragraphs into English • translating sentences/paragraphs into Latin • producing verbal synopses

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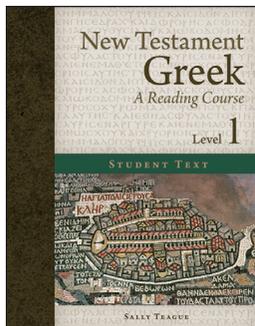
# Greek

## New: A Comprehensive Introduction to Biblical Greek

*New Testament Greek: A Reading Course* is a clear, step-by-step approach to the fundamentals of biblical Greek. Concepts are presented in small, manageable increments, followed by short exercises that promote mastery. In two levels, learners encounter all of the grammar that they need to read the New Testament in its original language. A full overview of the program and samples can be found at [www.bolchazy.com/NewTestamentGreek.aspx](http://www.bolchazy.com/NewTestamentGreek.aspx).

What sets *New Testament Greek* apart from other comparable introductory Greek textbooks is its attention to the experience of learning Greek from the student's perspective. . . . It is clear from the first page that Teague has written a book with the needs of the learner first and foremost in her mind.

—Jerry Green, University of Central Oklahoma, *BMCR* 2023.06.34



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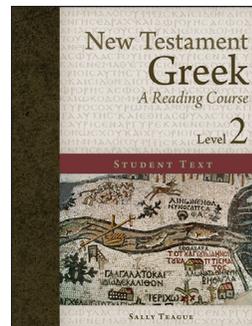
ISBN 978-0-86516-865-7 • \$49.00

*Teacher's Manual*: xiv + 328 pp. (2022)

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A Level 1 Workbook is also available.



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Firmly grounded in the Koine Greek of the Bible, this text reinforces vocabulary and grammar lessons with carefully selected unadapted readings. Upon completing Level 1, learners will have read excerpts from more than **100 verses** from the Septuagint and more than **400 verses** from the New Testament. An additional **44 verses** are used to illustrate important concepts.

Learners continue to build reading fluency skills as they encounter longer unadapted Greek passages. Level 2 includes excerpts from more than **1,100 verses from the New Testament**. Nearly **100 additional biblical verses** illustrate important concepts.

**Regular tasks include word building in both Greek and English.**

**Well-placed illustrations and diagrams enrich the text and help make the material more accessible.**

**Short practice activities immediately follow each grammar explanation.**

100 Unit VII: Contract Verbs Chapter 27: The Preposition περί 101

A. *Extend your vocabulary*: Use the new vocabulary to guess the meaning of these words.

1. ἐργάτης -ος, ὁ
2. μάρτυς, μάρτυρος, ὁ

B. Write the present active indicative conjugation of the verb φωνέω.

2. **Prepositions of Proximity**  
Prepositions that indicate a place near often take the accusative case.

A. *Test yourself*: Translate these words from memory.

1. μαρτυρέω
2. ἔργον
3. πάλιν
4. φωνέω
5. περί + gen.
6. περί + acc.
7. μισέω

B. *Translate these phrases*.

1. περί τὴν συναγωγὴν
2. διὰ τῆς θαλάσσης
3. περί ἔργων καλῶν
4. διὰ τὴν ἐξουσίαν αὐτοῦ

C. *Translate these sentences*.

1. πάλιν μαρτυροῦσιν οἱ περὶ κήριον τὴν δόξαν αὐτοῦ.
2. οὐ διὰ τοῦς αὐτοῦ λόγους ἀλλὰ διὰ τὰ ἔργα ἀκολουθεῖτε αὐτῷ.
3. μισεῖ ὁ θεὸς τοὺς ἁμαρτίας ἐμοῦ, ἐγὼ δὲ ἀγαπᾶ.
4. φωνεῖ ὁ Ἰησοῦς τοὺς μαθητὰς πρὸς ἑαυτὸν.
5. διδάσκουσιν οἱ ἀπόστολοι περὶ τῆς ἀγάπης τοῦ θεοῦ.

3. **Readings from the New Testament and Septuagint**

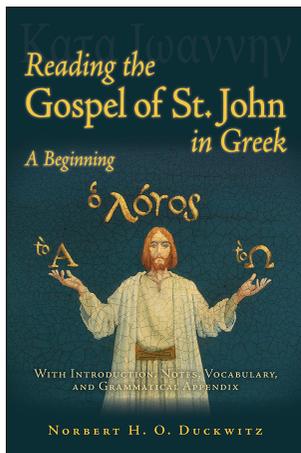
1. Τὶ τὸ ἔργον ἐμῶν ἐστίν; Gen 46:33
2. φόβος κυρίου μισεῖ ἀδικίαν. Prov 8:13  
ἀδικία -ας, ἡ unrighteousness, injustice
3. Τότε λέγει αὐτῷ ὁ Πιλάτος: Οὐκ ἀκούεις πόσα καταμαρτυροῦσιν; Mat 27:13  
πόσα -η -ων how much, how many  
καταμαρτυρέω I testify against (+ gen.)
4. ὁ κόσμος . . . ἐμὲ δὲ μισεῖ, ὅτι ἐγὼ μαρτυρῶ περὶ αὐτοῦ ὅτι τὰ ἔργα αὐτοῦ πονηρὰ ἐστίν. John 7:7
5. ἐγὼ δὲ ὅτι τὴν ἀλήθειαν λέγω, οὐ πιστεύετε μοι. Τίς ἐξ ὑμῶν ἐλέγχει με περὶ ἁμαρτίας; εἰ ἀληθειαν λέγω, διὰ τί ὑμεῖς οὐ πιστεύετε μοι; John 8:45-46  
ἐλέγω I show (someone his) fault or error; I prove guilty, convict
6. λέγουσιν οὖν τῷ τυφλῷ πάλιν: Τί σὺ λέγεις περὶ αὐτοῦ; John 9:17
7. ὑμεῖς φωνεῖτε με· Ὁ Διδάσκαλος, καὶ ὁ Κύριος, καὶ καλῶς λέγεται ἐμὶ γάρ. John 13:13

**Reminders encourage learners to routinely self-assess.**

**Each chapter ends with a series of unadapted biblical Greek selections.**

# Greek

## Biblical Greek Made Accessible to All



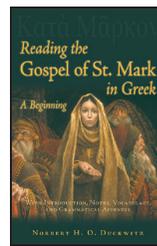
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#### *A Beginning*

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*Reading the Gospel of St. John in Greek: A Beginning*, originally published by Caratzas (2002), empowers students at all levels to read and appreciate the gospel of St. John and biblical Greek as a whole. The combination of text, vocabulary, and grammatical notes on one page enhances the reading experience for both practiced and beginning readers of Greek. Readers with training in classical, Homeric, or biblical Greek will find that the format enables rapid reading, comprehension, and retention. Readers with little to no Greek language training will be able to work directly with text from the New Testament, in conjunction with the introduction and appendix, in order to develop proficiency with biblical grammar, vocabulary, and idiom.



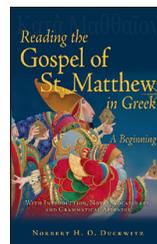
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An excellent resource for both the inexperienced and the experienced reader of Greek! The book presents the entire gospel of St. Mark with running vocabulary and notes—the same accessible format used by Norbert H. O. Duckwitz in his two other annotated editions of the gospels.



### Reading the Gospel of St. Matthew in Greek

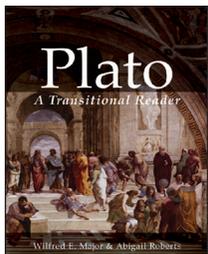
#### *A Beginning*

Norbert H. O. Duckwitz

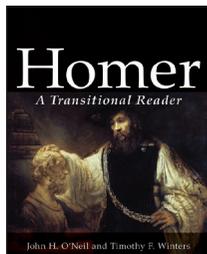
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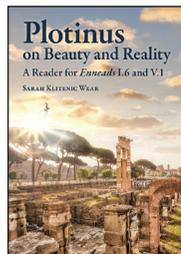
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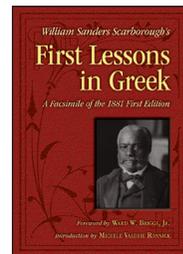
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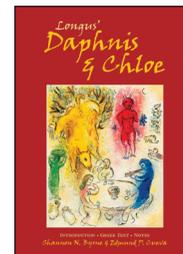
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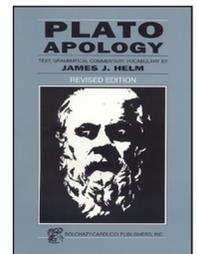
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# Beginning Latin Readers

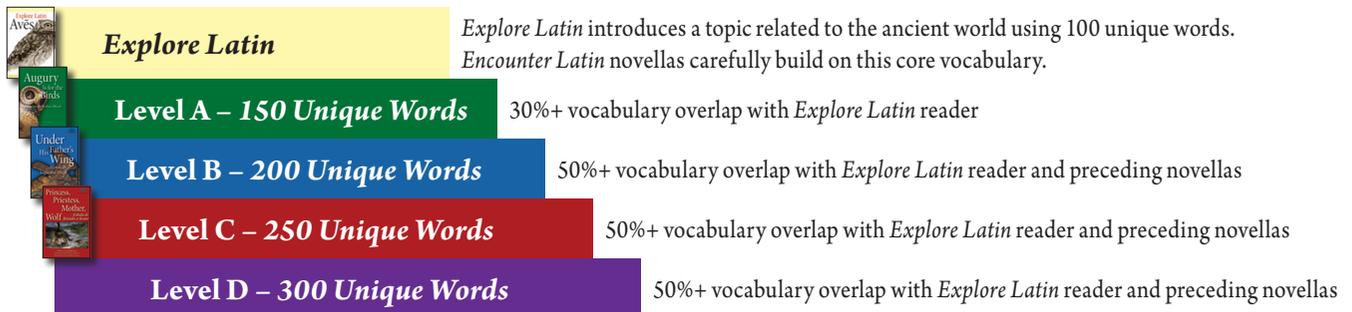
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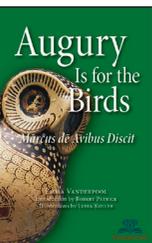
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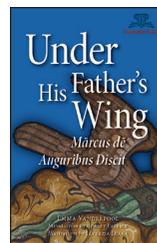
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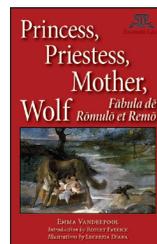
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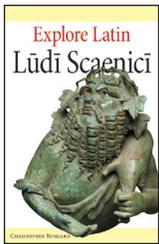
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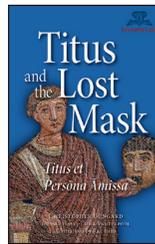
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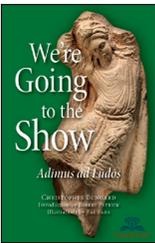
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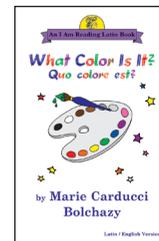
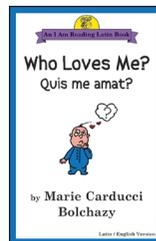
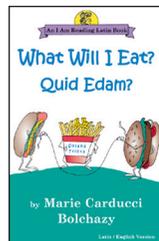
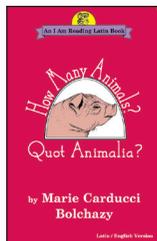
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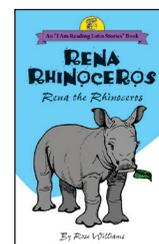
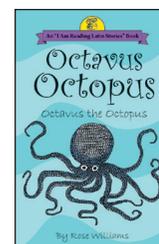
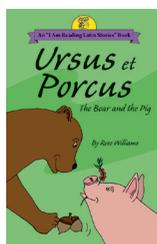
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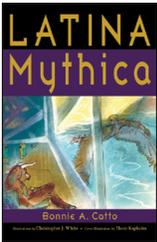


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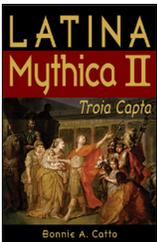
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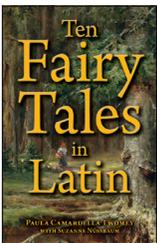
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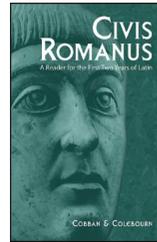
G. M. Lyne

Teacher's Guide by James G. Keenan

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Ideally suited for second-year Latin students, *Personae Comicae* is also excellent for dramatic readings or classroom staging. Each play is introduced by an explanatory rubric in Latin and Plautine lines or paraphrases appear in the text, often in simplified versions. Intended for rapid reading, this book contains eight short classroom plays of two to four pages each, along with notes and vocabulary.



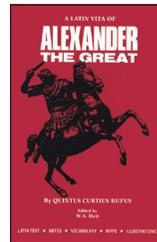
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James M. Cobban and Ronald Colebourn

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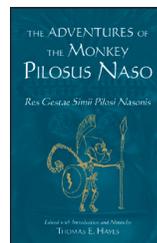


## Alexander the Great

W. S. Hett

112 pp., 9 illustrations & 2 maps (1935, Reprint 1991)  
5½" x 8½" Paperback  
ISBN 978-0-86516-185-6 • \$23.00

An ideal text for those who have completed two years of high school Latin, this volume makes extensive use of parallels, contrasts, and comparison in its depiction of Alexander the Great's life. Originally published as a Cambridge Elementary Classic, this concise book includes an introduction providing a sketch of Alexander's career, along with notes on the text, two maps, extensive vocabulary, and nine illustrations.



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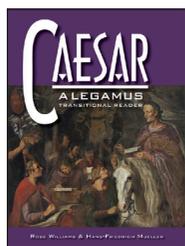
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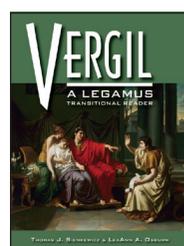
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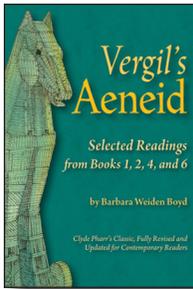
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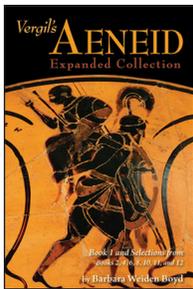
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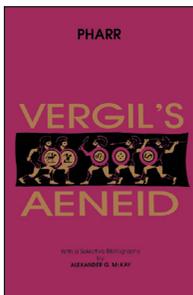
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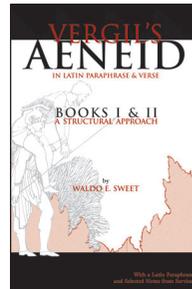
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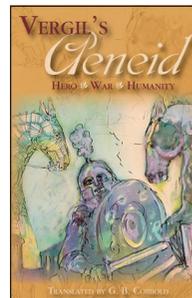


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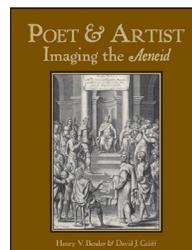


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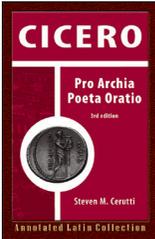
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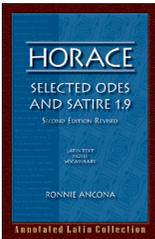


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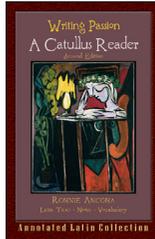
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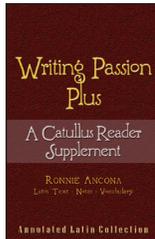


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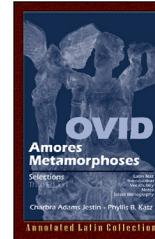


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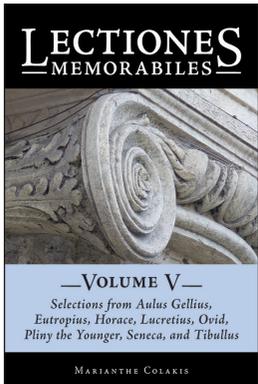
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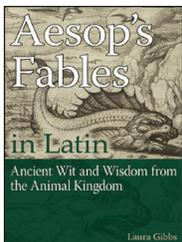
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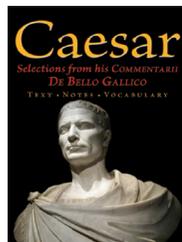
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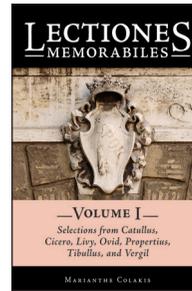
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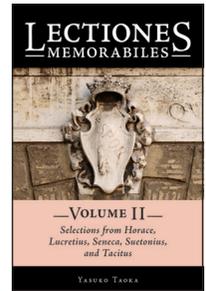
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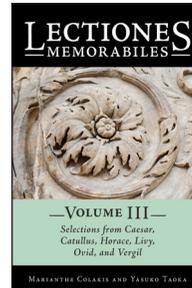
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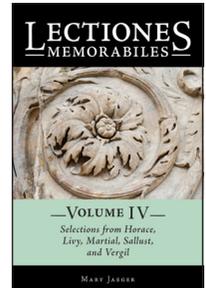
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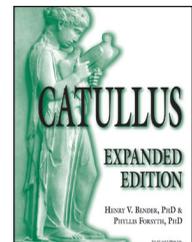
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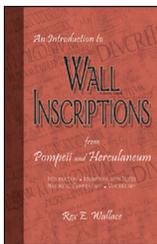
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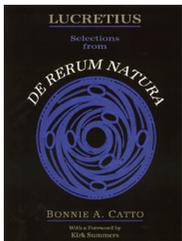


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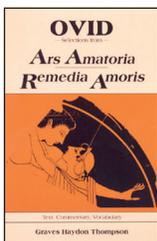


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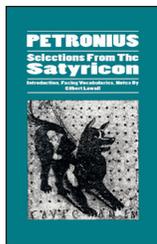
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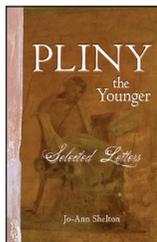
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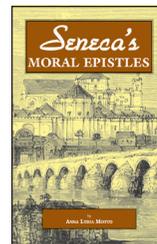
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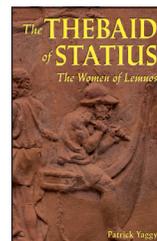
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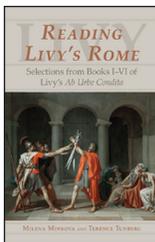
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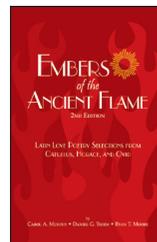
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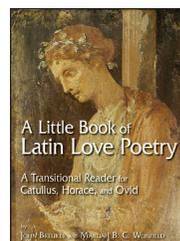
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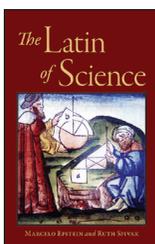
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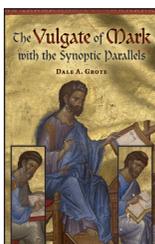
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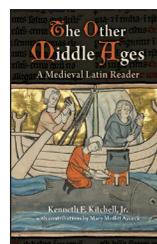
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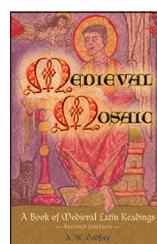
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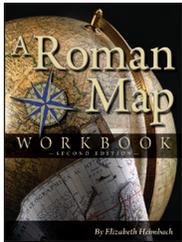
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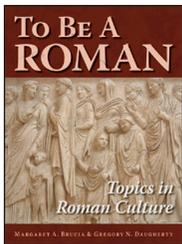
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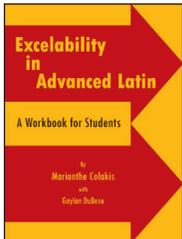
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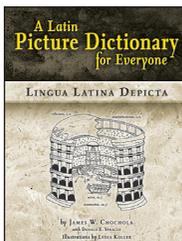
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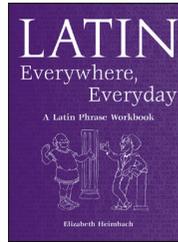
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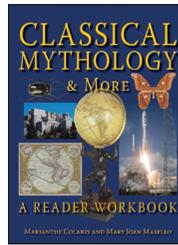
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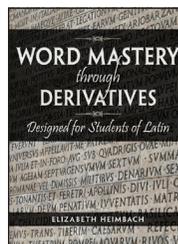
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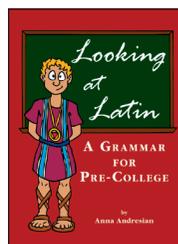
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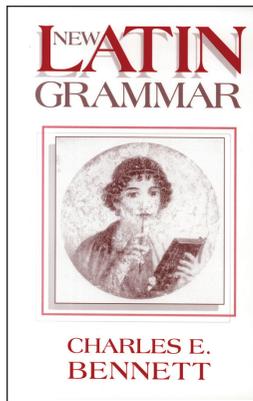
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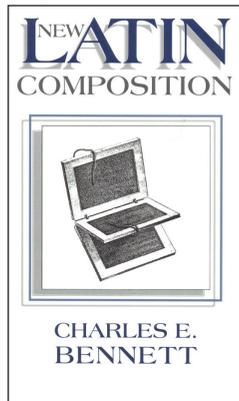
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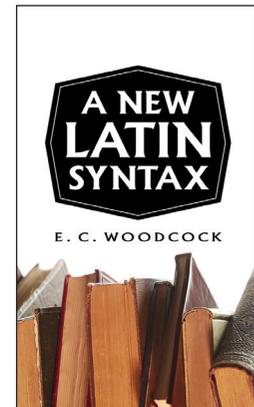
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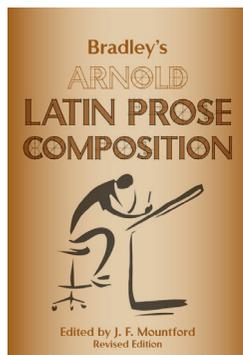
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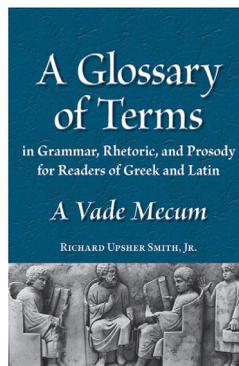
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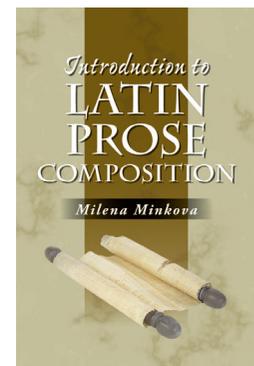
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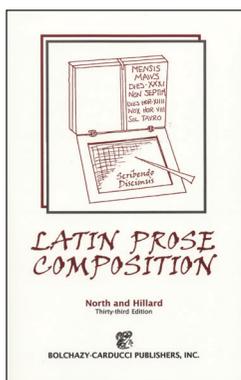
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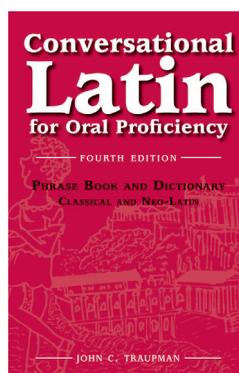
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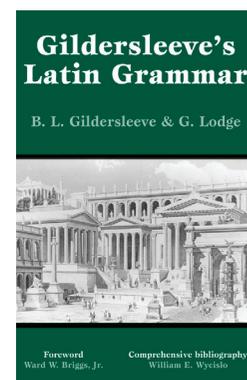
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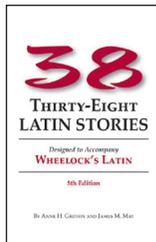
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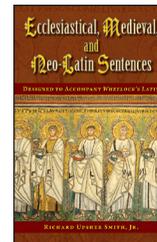
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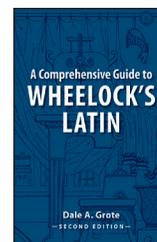
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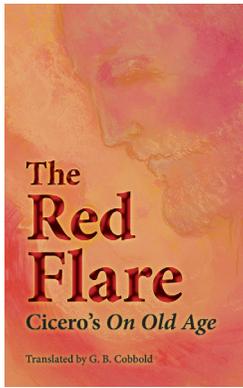
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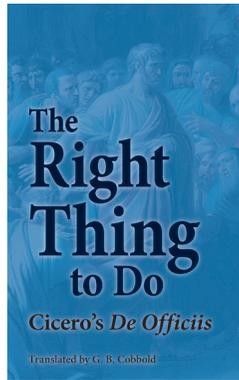
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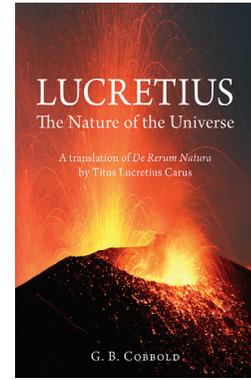
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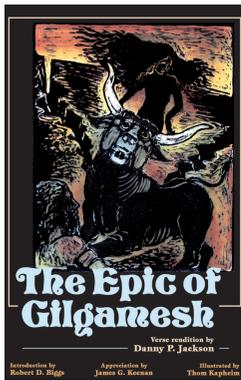
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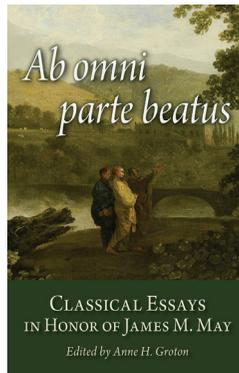
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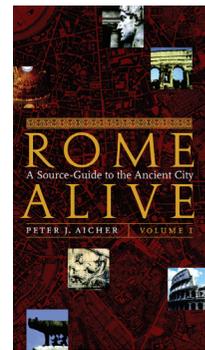
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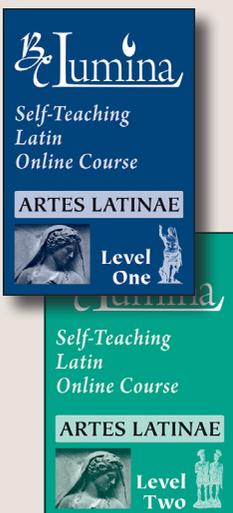


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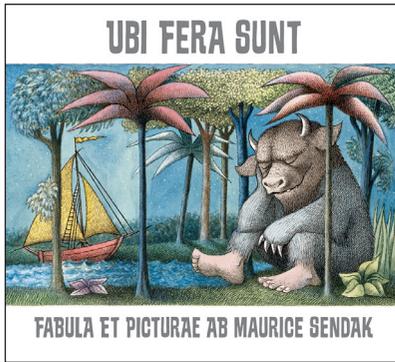
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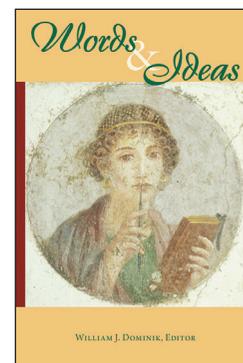
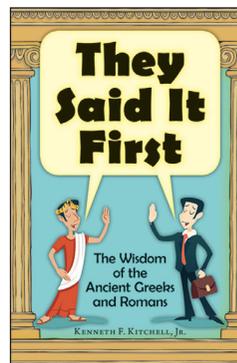
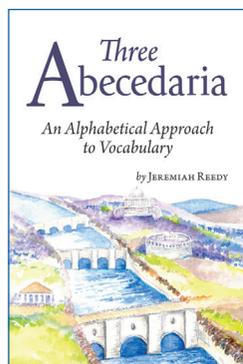
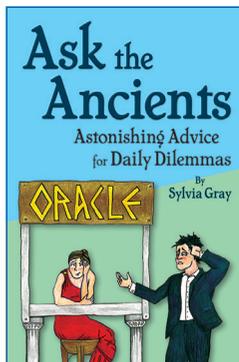
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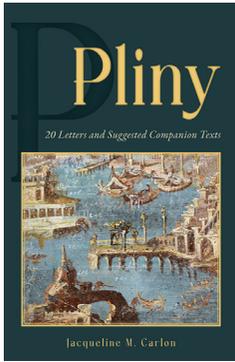
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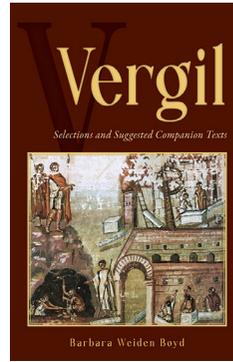
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