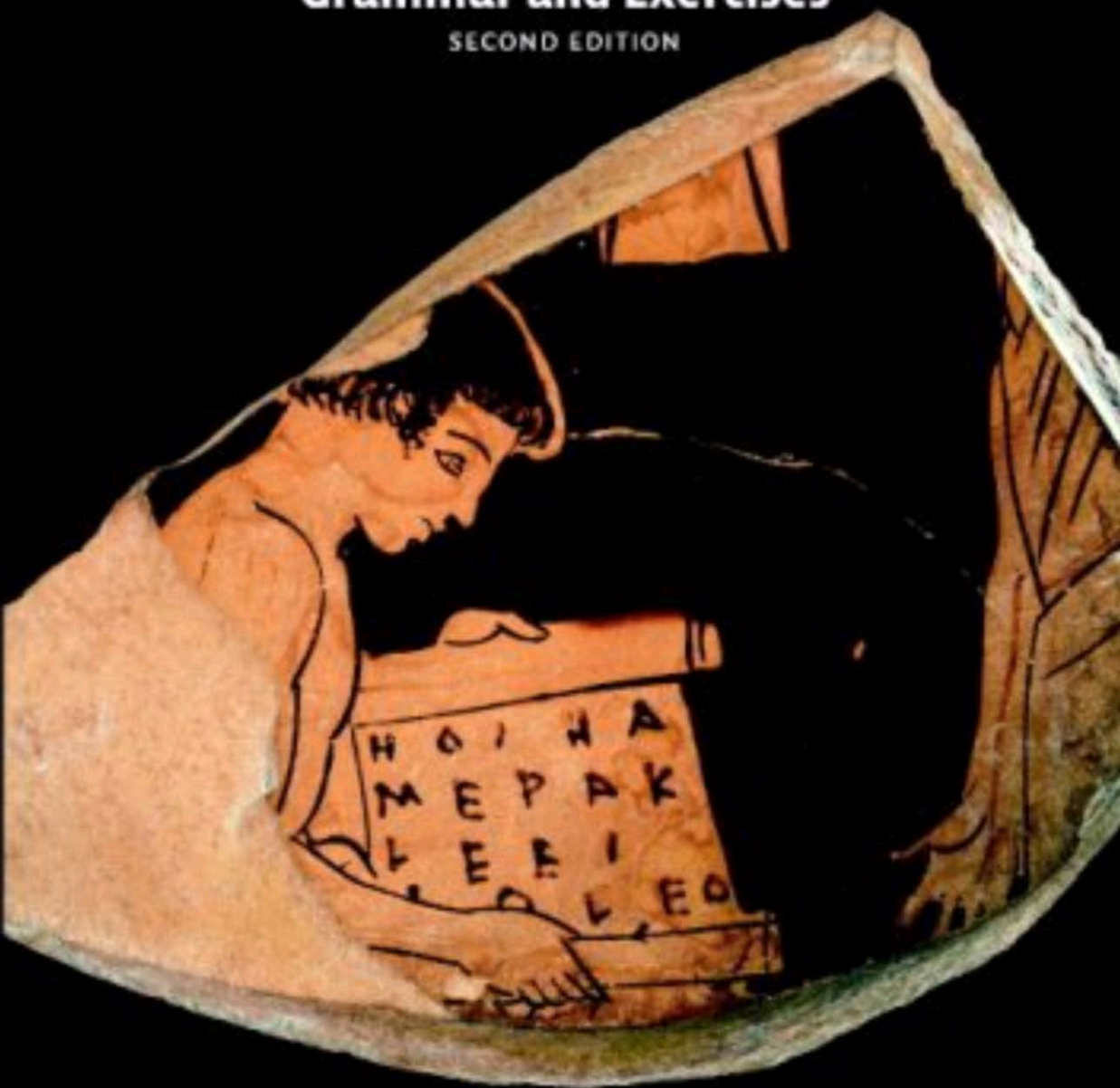


JOINT ASSOCIATION OF CLASSICAL TEACHERS' GREEK COURSE

Reading Greek

Grammar and Exercises

SECOND EDITION



CAMBRIDGE

Reading Greek

GRAMMAR AND EXERCISES

SECOND EDITION

First published in 1978, *Reading Greek* has become a best-selling one-year introductory course in ancient Greek for students and adults. It combines the best of modern and traditional language-learning techniques and is used widely in schools, summer schools and universities across the world. It has also been translated into several foreign languages. This volume provides full grammatical support together with numerous exercises at different levels. For the second edition the presentations of grammar have been substantially rewritten to meet the needs of today's students and the volume has been completely redesigned, with the use of colour. Greek–English and English–Greek vocabularies are provided, as well as a substantial reference grammar and language surveys. The accompanying *Text and Vocabulary* volume contains a narrative adapted entirely from ancient authors in order to encourage students rapidly to develop their reading skills, while simultaneously receiving a good introduction to Greek culture.

THE JOINT ASSOCIATION OF CLASSICAL TEACHERS' GREEK COURSE

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GRAMMAR AND EXERCISES

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 **CAMBRIDGE**
UNIVERSITY PRESS

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Γράμματα μαθεῖν δεῖ καὶ μαθόντα νοῦν ἔχειν
Menander

Preface

This book is written to be used in step with *Reading Greek (Text)* of the Joint Association of Classical Teachers' Greek Course. In it will be found:

- A: Section-by-section grammatical explanations and exercises to support the reading of the twenty sections of the *Text* (pp. 1–368). While we recommend that the *Text* is tackled before students turn to the grammar and exercises, no harm will be done by taking a different view.
- B: A *Reference Grammar*, which summarises and sometimes expands upon the essential features of the grammar met in the Course (pp. 369–464).
- C: A number of *Language Surveys* which look in detail at some of the more important features of the language (pp. 465–496).
- D: A Total Vocabulary of all words that should have been learnt – this has been appended to the *Text* as well – followed by a list of proper names (pp. 497–520).
- E: A vocabulary for the English-Greek exercises (pp. 521–528).
- F: Indices to the grammar and to Greek words (pp. 529–543), originally constructed by Professor W. K. Lacey and his students at the University of Auckland, New Zealand and here revised.

It would be impracticable to produce an exhaustive grammar of the whole Greek language. We have therefore concentrated attention on its most common features. Students and teachers should bear in mind that the first aim of this grammar is to help students to translate from Greek into English.

Peter Jones
Newcastle on Tyne
October 2006

Acknowledgements to the original edition of *Reading Greek* (1978)

Reading Greek was developed by a Project Team (Dr P.V. Jones, Dr K.C. Sidwell and Miss F.E. Corrie) under the guidance of a Steering Committee and Advisory Panel made up as follows:

Steering Committee: Professor J.P.A. Gould (Bristol University) (Chairman); M.G. Balme (Harrow School); R.M. Griffin (Manchester Grammar School); Dr J.T. Killen (Joint Treasurer, Jesus College, Cambridge); Sir Desmond Lee (Joint Treasurer, President, Hughes Hall, Cambridge); A.C.F. Verity (Headmaster, Leeds Grammar School); Miss E.P. Story (Hughes Hall, Cambridge).

Advisory Panel: G.L. Cawkwell (University College, Oxford); Dr J. Chadwick (Downing College, Cambridge); Professor A. Morpurgo Davies (Somerville College, Oxford); Sir Kenneth Dover (President, Corpus Christi College, Oxford); Professor E.W. Handley (University College, London); B.W. Kay (HMI); Dr A.H. Sommerstein (Nottingham University); Dr B. Sparkes (Southampton University); G. Suggitt (Headmaster, Stratton School); A.F. Turberfield (HMI). The Committee and Panel met in full session three times a year during the period 1974-8 while the Course was being developed, but also divided up into sub-committees to give specific help to the Project Team on certain aspects of the Course, as follows:

Text: K.J.D.; E.W.H.

Grammar: J.C.; A.M.D.; A.H.S. (who, with K.J.D., have kindly made individual contributions to the Reference Grammar and Language Surveys).

Exercises: M.G.B.; R.M.G.; A.C.F.V.

Background: G.L.C.; J.P.A.G.; B.S.

Dissemination: B.W.K.; H.D.P.L.; E.P.S.; G.S.; A.F.T.

We have also been guided by a number of overseas scholars who have used, or given advice on, the Course, as follows:

J.A. Barsby (Dunedin, New Zealand); S. Ebbesen (Copenhagen, Denmark); B. Gollan (Queensland, Australia); Professor A.S. Henry (Monash, Australia); Drs D. Sieswerda (Holland); Professor H.A. Thompson (Princeton, U.S.A.).

We would like to stress the immense debt of gratitude which we all owe to the Steering Committee, Advisory Panel and our overseas advisers. But we would also like to make it clear that the final decisions about every aspect of the Course and any errors of omission and commission are the sole responsibility of the Team.

We gratefully acknowledge the help and advice of Professor D. W. Packard (Chapel Hill, N. Carolina, U.S.A.) on the use of the computer in analysing and

printing Greek; and of Dr John Dawson of the Cambridge University Literary and Linguistic Computing Laboratory, who made available to us the resources of the Computer Centre for printing and analysing draft material in the early stages of the Project.

We have learnt a great deal from members of the Team who produced the Cambridge Latin Course, and are extremely grateful to them for help, especially in the early stages of the Project. If we have produced a Course which takes a more traditional view of language-learning, our debt to many of the principles and much of the practice which the C.L.C. first advocated is still very great.

Finally, our best thanks go to all the teachers in schools, universities and adult education centres both in the U.K. and overseas who used and criticised draft materials. We owe an especial debt of thanks to the organisers of the J.A.C.T. Greek Summer School in Cheltenham, who allowed us to use our material at the School for the three years while the Course was being developed.

Peter V. Jones (Director)
Keith C. Sidwell (Second Writer)
Frances E. Corrie (Research Assistant)

The second edition of *Reading Greek* (2007)

The main features of the revised course

Reading Greek was originally written on the assumption that its users would know Latin. *Tempora mutantur* – it has now been revised on the assumption that they do not, and in the light of the experiences of those using the course over nearly thirty years. While the overall structure of the course and its reading matter remain the same, the most important changes are:

Text

1. The running and learning vocabularies are now in the *Text*, on the same pages as the Greek to which they refer. The *Text* also has the total Greek-English Learning Vocabulary at the back, as does the *Grammar*.
2. There are indications throughout the *Text* of what grammatical material is being introduced and at what point; and there are cross-references to the sections of *The World of Athens* (second edition) relevant to the story-line and issues under discussion.

As a result of these changes, the Text can now act as a stand-alone 'revision' reader for anyone who has a basic grasp of ancient Greek, whatever beginners' course they have used. The second half of the Text in particular, starting with its carefully adapted extracts from the extremely important legal speech

against the woman Neaira and leading on to Plato and an introduction to the dialects of Herodotus and Homer, makes an ideal introduction to some superb literature and central social, cultural, historical and philosophical issues relating to the ancient Greek world.

3. Various aspects of the cultural and historical background of the *Text* are discussed from time to time *in situ*.
4. The original Section Five has been split into two sections, Five and Six. As a result, there are now twenty sections to the course.

Grammar

The *Grammar* has been completely re-written and re-designed. The aim has been to make its lay-out and content more user-friendly:

1. There is an introduction to some basics of English grammar and its terminology, and its relation to ancient Greek.
2. Explanations are clearer and fuller, composed for those who have never learnt an inflected language, and the lay-out more generous on the eye.
3. Brief, usually one-word, *Exercises* accompany the explanations of each new item of grammar. *If the teacher so chooses*, these can be used to provide instant feed-back on the student's grasp of the new material.
4. Declensions go down, not across, the page and the 'shading' of cases has been abandoned.

Acknowledgements

The revision was conducted under the aegis of a sub-committee of the Joint Association of Classical Teachers' Greek Committee, the body that invented the idea of the Project and oversaw it from its inception in 1974. The sub-committee consisted of Professor David Langslow (University of Manchester, chairman), Dr Peter Jones (Course Director), Dr Andrew Morrison (University of Manchester), James Morwood (Wadham College, Oxford), Dr James Robson (Open University), Dr John Taylor (Tonbridge School), Dr Naoko Yamagata (Open University), Dr James Clackson (Jesus College, Cambridge) and Adrian Spooner (Management Consultant).

The sub-committee met roughly once a term for two years and took decisions that affected every aspect of the second edition. It concentrated particularly on the *Grammar*. Sections 1–2 were revised in the first instance by Dr Andrew Morrison, Sections 3–9 by Dr James Robson and Sections 10–20 by Dr Peter Jones, while the Language Surveys were revised by Professor David Langslow. Members of the sub-committee read and commented on virtually everything. Professor Brian Sparkes (University of Southampton) again advised on the illustrations. We are grateful to the students and tutors at the 2006 JACT Greek Summer School in Bryanston for giving a thorough testing to the first half of the revised course in draft form, especially to Anthony Bowen (Jesus College, Cambridge); and to Dr Janet Watson for work on the proofs.

Cambridge University Press has given its full backing to the revision. Dr Michael Sharp patiently discussed and met with most of our requests, Peter Ducker solved the complicated design problems with elegance and ingenuity and Dr Caroline Murray expertly oversaw the computerisation of the text.

Dr Peter Jones as Director carries final responsibility for this second edition.

Peter Jones
Newcastle on Tyne
September 2006

Abbreviations

abs.(olute)	m.(asculine)
acc.(usative)	mid.(dle)
act.(ive)	n.(euter)
adj.(ective)	nom.(inative)
adv.(erb)	opt.(ative)
aor.(ist)	part.(iciple)
art.(icle)	pass.(ive)
aug.(ment)	perf.(ect)
cf. (= confer) (Latin: 'compare')	pl.(ural)
comp.(arative)	plup.(erfect)
cond.(itional)	prep.(osition)
conj.(ugated, ugation)	pres.(ent)
contr.(acted, action)	prim.(ary)
dat.(ive)	pron.(oun)
decl.(ension)	q.(uestion)
def.(inite)	redupl.(icated, ication)
del.(iberative)	rel.(ative)
dir.(ect)	s.(ingular)
f.(eminine)	sc.(ilicet) (Latin: 'presumably')
fut.(ure)	sec.(ondary)
gen.(itive)	seq.(uence)
imper.(ative)	sp.(eech)
impf. (= imperfect)	subj.(unctive)
inc.(luding)	sup.(erlative)
ind.(icative)	tr.(anslate)
indec(linable)	uncontr.(acted)
indef.(inite)	unfulf.(illed)
indir.(ect)	vb. (= verb)
inf.(initive)	voc.(ative)
irr.(egular)	
lit.(erally)	

1st, 2nd, 3rd *refer to persons of the verb, i.e.*

1st s. = 'I' (sometimes 1s.)

2nd s. = 'you' (sometimes 2s.)

3rd s. = 'he, she, it' (sometimes 3s.)

1st pl. = 'we' (sometimes 1pl., etc.)

2nd pl. = 'you'

3rd pl. = 'they'

A Grammar, Vocabularies and Exercises for Sections One–Twenty

Introduction

Alphabet and pronunciation

THE ALPHABET

A	α	(alpha) pronounced 'cup' or 'calm'
B	β	(beta) pronounced 'b' as in English
Γ	γ	(gamma) a hard 'g', like 'got'
Δ	δ	(delta) a clean* 'd', like 'dot'
E	ε	(epsilon) short 'e' like 'pet'
Z	ζ	(zeta) like 'wisdom'
H	η	(eta) pronounced as in 'hair'
Θ	θ	(theta) – blow a hard* 't' ('tare')
I	ι	(iota) like 'bin' or like 'bead'
K	κ	(kappa) a clean* 'k' like 'skin'
Λ	λ	(lambda) like 'lock'
M	μ	(mu) like 'mock'
N	ν	(nu) like 'net'
Ξ	ξ	(xi) like 'box'
O	ο	(omicron) a short 'o', like 'pot'
Π	π	(pi) a clean* 'p', like 'spot'
P	ρ	(rho) a rolled 'r', like 'rrat'
Σ	σ ς	(sigma) a soft 's', like 'sing'
T	τ	(tau) a clean 't', like 'sting'
Υ	υ	(upsilon) French 'lune' or German 'Müller'
Φ	φ	(phi) – blow a hard* 'p', like 'pool'
X	χ	(khi) – blow a hard* 'c', like 'cool'
Ψ	ψ	(psi) as in 'lapse'
Ω	ω	(omega) like 'saw'

* 'Clean' indicates no 'h' sound; 'blow hard' indicates plenty of 'h' aspiration (e.g. φ as in 'top-hole').

Diphthongs

- αι as in 'high'
- αυ as in 'how'
- οι as in 'boy'

Digraphs

ει (*fiancé*) and ου (*boo*) are single sounds
εὖ- pronounce both elements *separately*

Double-consonants

γγ as in ‘finger’; γ is sounded as *ng* in γκ, γχ, γξ, and γμ.
ττ as ‘rat-trap’, λλ as ‘wholly’, should be dwelt on.

Sigma and iota subscript

Observe that ς is used at the *end* of words, while σ is used elsewhere (e.g. στασις, ‘revolt’). Sometimes ι is printed *underneath* a preceding α (α̣), η (η̣) and ω (ω̣), when it is called ‘iota subscript’ (Latin, ‘written under’).

Breathings

■ ‘Rough’ breathing

All words that begin with a vowel have a breathing. ‘ above a lower-case vowel, or in front of a capital, indicates the *presence* of an ‘h’ sound, e.g. ὄρος = *horos* (‘marker’), ὀπλιτης = *hoplitēs* (‘hoplite’), Ἑλλάς = *Hellas* (‘Greece’).

■ ‘Smooth’ breathing

’ above a lower-case vowel, or in front of a capital, indicates the *absence* of ‘h’ sound, e.g. ὄρος = *oros* (‘mountain’), ἄτομος = *atomos* (‘atom’).

■ Diphthongs

Note that, on a diphthong and digraph, the breathing comes on the *second* vowel, e.g. Αἰσχυλος, Aeschylus.

Punctuation

Greek uses ; for a question-mark (?) and · for a colon (:) or semi-colon (;). Otherwise, punctuation is as in English.

Vowel-length

Diphthongs and the vowels η and ω are always pronounced long; ο and ε are always pronounced short. A macron is used to indicate where α, ι, υ are pronounced long (ᾱ, ī, ū) in learning vocabularies, total vocabularies and tables in the *Grammar*. A vowel with a circumflex accent ~ or iota subscript _ι is long, needing no macron to mark it.

* Further information on the whole subject of alphabet and pronunciation is given in the *Reference Grammar*.

Transliteration

Most Greek letters convert simply into English, e.g. β and τ become ‘b’ and ‘t’.

But some are not so obvious. Note in particular:

ζ = *sd or z*

γγ = *ng*

η = *e*

θ = *th*

κ = *c or k*

-ον = *-um or -on*

-ος = *-us or -os*

υ = *y or u*

χ = *ch or kh*

ψ = *ps*

EXERCISES

1. Write the following Greek words (which you will meet in Section 1) in their English form:*

Βυζάντιον

Παρθενών

Δικαιόπολις

Χίος

Εὔβοια

ἀκρόπολις

Ζηνόθεμις

ἐμπόριον

Ἡγέστρατος

* You will see these words have accents. They are explained at **343, 344–8**.

2. Write the following English words in their Greek form:

(a) for a word that *begins* with a vowel, mark the ‘smooth’ breathing *over the vowel*, e.g. *ēlectron* = ἤλεκτρον

(b) for a word that begins with an ‘h’, write the vowel which follows ‘h’ and then mark the *rough* breathing *over it*. Thus *historia* = ἱστορία.

(c) diphthongs place the breathing *over the second* vowel, e.g. *eugenēs* = εὐγενής.

drama, panthēr, crocus, geranium, hippopotamus, ibis, asbestos, charactēr, scēnē, Periclēs, Sophoclēs, Euripidēs, *Hippocratēs, comma, cōlon, Sōcratēs, Zeus, Artemis, *Hēraclēs, asthma, dyspepsia, cinēma, orchēstra, mēlon, iris.

* With English *capital* ‘H’, write the vowel which follows the H as a capital, and put the ‘rough’ breathing *before* it, e.g. Homēros, Ὅμηρος (Homer).

Grammatical introduction

This section introduces some basic terms of grammar for you when translating from Greek into English. The grammar of a language explains simply how it works, and it does this by using various technical terms, the most important of which are introduced below.

Those who are familiar with these terms (e.g. because they have already studied Latin) should nevertheless read 6–7 for its introduction to some basic principles of Greek.

BASIC TERMS

Below you will find some of the basic technical terms of grammar.

Noun

‘The woman persuades the man.’

1. In this sentence ‘woman’ and ‘man’ are NOUNS. Nouns name things or people, e.g. potato, telephone, Chloe, honesty, courage. Cf. ‘The dog pursues Charlotte.’

Gender

2. Gender is a grammatical term and has nothing to do with males and females. Nouns come in three ‘genders’ in Greek – MASCULINE, FEMININE and NEUTER. Compare French or Spanish, which have two genders, masculine and feminine: ‘le soleil’ and ‘el sol’ [‘the sun’ in French and Spanish] are MASCULINE, but ‘la lune’ and ‘la luna’ [‘the moon’] are FEMININE. The gender of a noun in a given language DOES NOT CHANGE. So ‘the moon’ is ALWAYS feminine in Spanish and French.

Verb and clause

‘The woman persuades the man.’

3. (a) The word ‘persuades’ is a VERB. Verbs are usually ‘action-words’ – bring, win, walk, complain: ‘I *bring*’, ‘you *win*’, ‘they *complain*’. They can also express a state: ‘she *is*’, ‘he *remains*’. The verb tells us what is being done or happening in a sentence: ‘The dog pursues Charlotte.’ All the verbs quoted here are FINITE verbs. This means they have a person (‘I’, ‘he’ etc.), a TENSE (all referring to present time in the examples given) and a MOOD (here ‘indicative’: they indicate something is the case).
 - (b) Sentences often contain numbers of CLAUSES. Each clause has a FINITE verb in it, e.g. ‘When Chloe left, although she forgot her glasses, she did not return to pick them up.’ The finite verbs here are ‘left’, ‘forgot’, ‘return’ – but not ‘pick’.

- (c) We define these clauses in relation to each other. 'SUBORDINATE' clauses are introduced by words like 'when', 'although', 'so that', 'if', 'because', 'since' and so on. When you have removed all the subordinating clauses, you are left with the MAIN CLAUSE and the MAIN VERB (or verbs). In the example in (b), 'return' is the main verb.

Definite article

'The woman persuades the man.'

4. 'The' is what is known as the DEFINITE ARTICLE in English. As we shall see when we meet the definite article (def. art.) in Greek in the grammar for Section 1 A-B, it plays an extremely important role in translation from Greek into English.

Subject and object

'The woman persuades the man.'

5. The SUBJECT of the sentence above is 'the woman' – the woman is doing the persuading. The subject, in grammar, is the person or thing doing the action of the verb. This is very important. The subject is NOT what the sentence is about, but is the person or thing performing the verb: 'I bring the potatoes,' 'She wins the cup,' 'The dog pursues Charlotte.'

The OBJECT of the sentence above is 'the man' – the woman is persuading the man. The object is the person or thing on the receiving end of the verb. Examples: 'You bite the apple,' 'Toby likes sport,' 'The dog pursues Charlotte.'

WORD SHAPE AND WORD ORDER

6. One of the most important differences between Greek and English is that in English it is the *order* of the words which tells you what a sentence means, but in Greek it is the changing *shape* of the words. For example, in English the following two sentences mean very different things:

'The woman persuades the man.'

'The man persuades the woman.'

The difference in meaning between these two sentences lies in the *word order*. This tells you who or what is doing the persuading. In the first 'the woman' comes before 'persuades' and this tells you the woman is persuading. In the second 'the man' comes before 'persuades' and so it is the man who is persuading.

Now read the following two sentences in Greek:

ἡ	γυνή	πείθει	τὸν	ἄνθρωπον.

'The woman persuades the man.'

τὴν γυναῖκα πείθει ὁ ἄνθρωπος
 | | | | |
 ‘The woman persuades the man.’

Both sentences have the same word order in Greek: woman – persuades – man. But the *meaning* is quite different: the first means ‘The woman persuades the man,’ but the second, despite the order of the words, in fact means ‘The man persuades the woman’. What is going on? How can we tell which is which?

- In Greek it is the *shape of the words* which tells you what job any word is doing and therefore what a sentence as a whole means – in this case, who is persuading whom. The changes to words in Greek usually (but not always) come at the *end* of words.

Now look at the changes of *word shape* in the two sentences given above. You will observe that ἡ γυνή contrasts with τὴν γυναῖκα, and τὸν ἄνθρωπον with ὁ ἄνθρωπος. The reason is as follows:

- In the first sentence ‘the woman’ is the *subject* (the woman is doing the persuading) and the Greek form for ‘the woman-as-subject’ is ἡ γυνή.
- In the second, she is the *object* (she is on the receiving end of the persuasion) and the Greek form for that is τὴν γυναῖκα (now you know where ‘gynaecology’ comes from).
- In the same way, ‘the man’ is the subject in the second sentence and the Greek form is ὁ ἄνθρωπος;
- but when he is the object in the first sentence, the Greek is τὸν ἄνθρωπον.
- Notice also how the def. art. changes as well: it is ὁ (masculine) or ἡ (feminine) when its noun is the *subject*, but τὸν (masculine) or τὴν (feminine) when its noun is the *object*.

► **RULE:** pay close attention at all times to the changes in word shape in Greek. There are also examples of changing word shapes in English, usually left-overs from an earlier period. For example:

- ‘I’, ‘he’ and ‘she’ are the *subject shapes* of the sentence;
- ‘me’, ‘him’ and ‘her’ the shapes for the object and everything else.
- So ‘There is a dispute between me, him and her’, not ‘between I, he and she’.

CASE: SUBJECT AND OBJECT

7. Look at the following sentences in English (and note that, while in English we say ‘Hegestratos’, in Greek it is common to say ‘*the* Hegestratos’):

‘[The] Hegestratos sees [the] Sdenothemis.’

‘[The] Sdenothemis chases the sailors.’

‘The woman persuades [the] Hegestratos.’

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