

**Enchiridion
Term 1**



**Greek Language CX120
2020-21**

A brief introduction

0.1 Wilding is a 'bare bone's' book. No pictures, no jokes (great - no competition for me!), but it is efficient. **It requires you to get into good habits of studying Greek every day and memorising forms and vocabulary.** If you learn this, it is good at revising recent material, helping you to transfer it into your long term memory and to help you be able to recall it quickly, accurately and confidently.

0.2 Most of the work will be done by you in between classes. You may choose to work regularly with a friend, but in the end they can only help you, not do it for you. It is your deep engagement with the process that will determine your success.

0.3 The classes, though, are essential. I use them:

- to explain concepts
- show what the key points are
- help show how to use the material in the book efficiently
- help where experience shows topics are tricky
- do A LOT of oral questioning - substitution and manipulation which helps to embed the forms you have just committed to memory, making you less likely to forget them
- factor in revision - all the time
- show you the short-cuts and patterns
- give you all the interesting bits the book has left out about the linguistic aspects
- relate things more specifically to the Latin you know (if any)
- and there is the occasional song - original words and music

0.4 Important point: the book omits all the tables of endings from Chapter 8 onwards. You will need to use Morwood to develop your own, personalised grammar book, so you can see sequentially what you have learned. It is vital that you use classes to make sure you have picked up the correct information.

0.5 The book has many drills, Greek to English, English to Greek. I suggest you do the former in your head, and do them several times - , not just once and written Write out the English to Greek. These are more complex and you need to check you have manipulated the endings with 100% accuracy. I will often put up model answers for you to check BEFORE class. It will help you to find out if you need to ask me questions in the next class.

Greek Language: Draft Scheme of Work, Term 1

Week	Chapters 1-8	
1	1 Alphabet 2 present tense	Chapter 2: 16 words
2	3 def. art. 1st declension nouns 3 future tense 4 1st declension masculine nouns	Chapter 3: 37 words Dictation mini-test
3	4 imperfect; uses of article 5 2nd declension nouns 5 weak aorist and consolidation	Chapter 4: 19 words Chapter 5: 15 words
4	6 neuter nouns 6 perfect tense 7 adjectives	87 words for mini-test (30/week) Chapter 6: 16 words
5	7 εἶμι and pluperfect tense 8 Third declension; infinitives Consolidation session	Chapter 7: 22 words Chapter 8: 20 from 1st part
	Chapters 8-14	
6	EXAM 1 8 imperatives, αὐτός 9 dental stems	145 words in total for test 1 Chapter 8: 48 words
7	9 future 'to be' 10 Syllabic and temporal augments 10 Consonant stem verbs	Chapter 9: 49 words Chapter 10: 42 words
8	11 Revision Chapter 11 Revision 12 Numerals and time	Chapter 11: 30 words mini-test of vocabulary
9	12 σ stem nouns, verbs with dental stems 13 verbs with labial stems 13 nouns in ι and υ	Chapter 12: 51 words (<i>biggest ask</i>) Chapter 13: 22 words
10	14 noun stems in diphthongs (irregulars) 14 present and imperfect passives	Chapter 14: 13 words 400 words this term for Exam 2

Basic accentuation (2)

What is new in the second half of term?

Enclitics

10. These try to 'throw their accent back' to the last syllable of the previous word. This may result in a word having two accents - usually an impossibility!

11. This is subject to the constraint that a word cannot have two acute accents next to each other (circumflex followed by an acute is fine) due to a concept of concatenation. So *λόγός is not possible, but δάγρον ri is fine. Note that the accent thrown back remains acute: it is not turned grave as you would normally expect.

Taking the verb ἐστί, which is enclitic in the present tense (except εἶ).

ἀνθρώπος ἐστι	acute thrown back: one syllable gap between acutes
ναῦτης ἐστι	cannot throw back the accent (2 acutes in a row) - so accent has to stay on ἐστι)
δοῦλός ἐστι	throws back accent, because penultimate is a circumflex
στρατηγός ἐστι	(acute is on last syllable anyway: accent does not become grave, but stays acute)

0.6 At the end is a draft scheme of work for the whole term. Generally, a chapter takes two classes. Please note that there is a bit of a heavy load of vocabulary in the second half of term 1. As long as you put aside time in Christmas vacation to get on top you will be fine, and the vocabulary load lightens considerably in the second term. As in any language, there is continuous consolidation in classes throughout the term.

0.7 Important guidance for the first few weeks:

- Read everything out loud to yourself.
- Get someone else to dictate a few words to you, and reciprocate.

0.8 If you are not very fluent in the alphabet, you would have real problems but we will probably have discussed whether this module is for you.

Parts of speech

0.9 The book focuses on two main forms: nouns and verbs. It also has some adjectives, which follow the forms of adjectives. Here are quick working definitions. If you are not confident, see me ASAP to get them sorted. (I have a guide for this for those starting Latin which might help)

- A verb is a doing or being word.
 - A noun is a person, place or thing.
 - An adjective describes (tells us more about) a noun.
- Other types of word do not change their ending (as a rule).

0.10 Verbs have refer to three different times (past, present and future) but there are seven **tenses** which finess the time. Verbs also refer to 'person' (such as I, you, he/she etc.) and '**number**': all this information is channelled into one word. (English, by contrast has separate words giving the person and tense.)

0.11 Nouns can be singular and plural (and occasionally dual, for pairs). They also have **cases** (set of endings) which show how the word fits into the structure of the sentence.

The subject of the verb is shown by the **nominative case**

The object of the verb is shown by the **accusative case**.

English shows this information by word order, not case (ending).

The book focuses on these two cases in the early chapters, but you will also learn endings for:

genitive case: of, possession, from
dative case: to, for, by, with

Note how English uses prepositions for these concepts.

(*Note for Latinists: there is no ablative case: the functions of the ablative are split between the genitive and dative*)

0.12 Important note

What do we mean by 'learning the endings', or 'learning your tables'? Certainly, the **first step** is to be able to say them (quick) and write them down (slower) but this is only the first step. The **next step** is to be consciously on the look-out for them in any sentence or passage you are reading. As a native English speaker, you are not programmed to do this (if your first language is an inflected language - congratulations: you have an advantage in learning Greek). The **final step** is what is known as 'automaticity'. As you read a word, you immediately and subconsciously know what set of endings it follows, and subconsciously act on the endings in one action. It means you end up reading the Greek in the Greek word order, as a Greek did: you are not darting around trying to put the Greek words into their 'proper' (i.e. English!) order. The Greek is in the correct order!

Very few people in the UK aim to do this: you will begin to do so with me. To achieve these, we will do a lot of oral work in classes.

Basic accentuation

What you need to know for the first half of term.

1. All Greek words have one accent.
(Around 10 do not)
2. Accents can move around syllables in a word
(Unlike modern languages where they are fixed)
3. Their position is calculated from the end of the word, not the start.
4. There are three accents:
 - acute: this can potentially go on any of the last three syllables of a word
 - circumflex: this can potentially go on any of the last two syllables of a word
 - grave: can only go on the last syllable of a word
5. The acute can go back three only if the final syllable is short
(nb -α and -οι count as short!)
6. If the second syllable from the end has an accent and the last two syllables have the pattern: long-short, then the accent is a circumflex, not an acute (the σωτήρα rule).
7. The grave is only used on the final syllable, and it replaces an acute where another word follows straight on. If there is punctuation, the acute is retained.
8. Verbs: the accent goes back as far as the rules allow
9. Nouns and adjectives: the accent tries to stay where it is in the nominative singular. You may have to apply the σωτήρα rule.

- The aorist passive needs a temporal augment. The theta θ is a great help in identifying that it is passive rather than active. The endings seem to follow the active pattern rather than the passives of the other three tenses, which is unexpected!

Nouns

14.10 See *Morwood* for the forms introduced in this chapter. Repeat them to yourself so you form them as well as recognise them. I suggest writing them all out in your book of tables, but in a different colour (pencil?) because these are nice-o-have at this stage rather than essential. At the minimum, you must be able to recognise the cases

The irregular forms introduced in this chapter are:

- γυνή γυναικός (ὦ γυναι) is NOT like τίμη!
- ναῦς, νεώς and note the *common form* τὰς ναῦς
- Ζεὺς, Διὸς (vocative ὦ Ζεῦ)

Happy revising for your first assessed exam!

Chapter 1

Getting used to the alphabet

1.1 The English alphabet in its order and letters is a descendant of the Greek, so there are great similarities. It is helpful to think of the order as being like English with two interpolations of three rhyming words near the beginning and end, with an 'x' bang smack in the middle.

1.2 Look out for characters that you are likely to get confused:

- nu
- rho
- sigma (except at the end of a word)

Speaking out words is vital. You must practice it when studying on your own. If you struggle to pronounce a word confidently, you will find it very difficult to learn vocabulary. Don't be surprised if you find it takes longer to memorise new vocabulary compared with other languages. It's all to do with automatically recognising letters and diphthongs.

1.3 Pay attention to the following:

- | | | | |
|------|------------------------------|-----|-----|
| • αι | like English 'eye' | • ε | bet |
| • ει | like é (<i>not</i> 'eight') | • η | air |
| • ευ | 'ayoo' | | |

The sound of Greek

1.4 Greek is very much a phonetic language: each letter represents a particular sound, and this sound never changes. If you think in terms of sound rather than letters, it becomes straightforward and logical.

Accentuation

1.5 I will explain the basic principles of accentuation. Some of the basic rules about accents are at the back of this enrichment for you to consult.

Chapter 2

Overview

2.1 The concept of the Greek verb is of an unchanging stem giving the basic meaning onto which endings are put which tell you who is doing the action (person and number) and when (tense). The early chapters take us straight through the six tenses of the active. In Greek, some tenses have a change at the front of the stem to show their tense. This can make looking them up in a dictionary tricky. More about that later.

Present tense

2.2 The verb Wilding uses as an example of the 'standard' Greek verb is λύω; (Morwood use παύω). For the moment, the book uses hyphens to show the endings, but hyphens are not used in real Greek.

2.3 This chapter introduces 12 other verbs, whose endings are exactly the same as λύω. The most efficient way to go about getting this into your long term memory is:

- Memorise the six endings of λύω by saying them over and over, then writing down and checking.
- Do Exercise 4 orally to yourself, a couple of times.
- Cover up endings of λύω but check if you are at all uncertain.
- Do Exercise 5. Check answers online.
- Do the next pair of exercises in a similar way.
- Do exactly the same again after an hour or two.
- Do the same the next day, two or three times.

2.4 You will probably have learnt much of the vocabulary by this repetition, but any words you still don't know (both ways) write down, look at in 3 minute bursts (say them out loud!).

2.5 You may find this very easy: even say, get into good work habits from the start. If you find some words don't stick, don't worry. Keep on saying, looking, covering in very short bursts. Think about how best to maintain lists of what you are learning. An A6 book is often an excellent size.

- the verb changes from 'send' to 'is sent'
- what was the subject becomes 'by the general'

14.5 We can tabulate English for all the passive tenses:

Active	Passive
sends	is sent
will send	will be sent
was sending	was being sent
sent	was sent
has sent	has been sent
had sent	had been sent

As you can see, English uses auxiliary verbs (is, be, been)

14.6 Greek has two main sentence structures:

- nominative, active verb, accusative
- nominative, passive verb and
 - either ὑπό + genitive for a person ('agent')
 - or dative case (for an 'instrument')

14.7 Remember that the subject is the person or thing we focus on. Any active verb with an object can be turned around, by

- making the object into the subject,
- making the verb passive
- putting the old subject into the dative or using ὑπό + genitive

14.8 The first two forms, needed for Exercises 65 and 66 are the present and imperfect. These are based on exactly the same stem as the active; it is just a passive set of endings which need to be memorised. They are set out in first column of page 64 of *Morwood*. Write them down and memorise them, but keep on reading them every day. Did you notice they were similar to the future of εἶμι? Can you now remember the comment in paragraph 9.2?

14.9 The next set of exercises introduce the future and the aorist. Look at p.64 of *Morwood*, and copy them carefully into your note book.

- Note the 'infix' of the future passive (-θησ-) but that the endings are THE SAME as the present.

Chapter 14

Nouns

14.1 We start with another noun of the 3rd declension - βασιλευς εως ο. You can see this on page 30 of *Morwood*. Note that the stem is really an epsilon (just as it was for γένος) - we see this pretty much throughout. Write it out in your ongoing collection in your notebook, say it and practice writing it out several times each day. Check it against all the possibilities set out at R.2

In the singular,

- the accusative has the usual alpha;
- but the genitive is lengthened.

In the plural

- the nominative has a lengthened e (η)
- the accusative is the usual -ας (not like πύλας we just saw)

14.2 The book also has βούς and γούς, γούας, γούας. Look then up when you need them; learn them when you have the capacity to do so. Most people easily remember τούς βούς for some reason. Say it to yourself and you will understand why.

Verbs

14.3 We have a big conceptual point which you must get on top of if you have not met in previously. This is the concept of a passive verb.

14.4 So far, we have seen that the subject always 'does' the action.

Example: **The general sends a letter.**

We can describe exactly the same situation, but focus on the letter, by making it the subject of the verb:

The letter is sent by the general.

What was the object ('the letter') of the active verb ('sends') has become the subject of the passive verb ('is sent'). Note the changes:

Chapter 3

Definite article ('the')

3.1 This word is so useful and is a key to reading Greek! You must know these endings thoroughly, since it gives a guide to the endings of 1,000s of nouns and adjectives.

3.2 Note the order of cases: the key parts of a sentence, subject (nominative) and object (accusative) are first. Check back to 0.11 for cases, and see me if you are not sure.

3.3 Leave out the vocative when learning. It is usually the same as the nominative (always the same in the plural) and so it is much more efficient to learn the singular vocative only when it is different. Cross it out in your copy of Wilding.

3.3 Next, work out the patterns - in particular where the masculine and neuter are the same, where the neuter repeats itself. (This latter means that you cannot tell a subject from an object in neuter nouns; the context will make it clear). We learn to recite it going along each line, case by case - this highlights the similarities and is strangely satisfying.

3.4 Explore the sound files on the website. Getting a rhythm and intonation going are so helpful in memorising this type of thing (but also see note 0.12). Note that I like you to pronounce the iota subscript just a little, to help you remember it is there (it is an important indicator of the dative).

3.5 You may have noted that the endings (particularly when you hear them) are closely related to the Latin first declension.

3.6 Accents can easily be put on the def. art. every time you use it. Notice the ones that have no accent; those that have an acute; and those that have a circumflex. There is a clear pattern which makes remembering it much easier. Note: in real sentences, all acute accents will become grave. See Accents at the end of this booklet.

Nouns

3.7 There are three examples here: but they are all minor variations, and the endings you know from the feminine of the definite article. First thing to notice: they are all exactly the same in the plural second: the difference in the singular is of the vowel - is it eta (as in the definite article) or is it an alpha? In fact, Attic

Greek is unusual in having the eta - other dialects, such as Doric which the Spartans spoke, have the alpha pretty much all the time. Μοῦσα changes its mind halfway through the singular. Note that nouns like Μοῦσα have a short alpha, whereas (virtually) all nouns like χῶρα have a long alpha. The book sets out how to predict whether a noun ending in alpha is like χῶρα or Μοῦσα.

3.8 Note that in nouns like χῶρα it is not possible to tell the genitive singular from the accusative plural. This is where you hope there is a definite article to help you. If not, context should make it clear. Be aware of the ambiguity (and be grateful that it is not on the scale of the ambiguity of the Latin *puellae!*)

3.9 Accents on nouns straightforwardly apply the basic rules of accentuation.

- i. The accent on a noun tries to stay where it is in the nominative singular unless it is forced to move.
- ii. The placing of accents is reckoned from the end of the word.
- iii. Acute accents can be up to three syllables back from the end. They can only be three back if the last syllable is short. If the last syllable is long, they can only be up to two syllables back.
- iv. a 'long' syllable is η, ω, long α and diphthongs (two vowels forming one syllable)
- v. Circumflexes can only be on the last or second-last syllable. On nouns, we usually only get circumflexes on the second last syllable, where this syllable is long and the last syllable is short (the 'ὄωτηῖα' rule)
- vi. Bizarrely, -αι and -οι count as short for the purposes of accentuation.

The 'ὄωτηῖα' rule explains why Μοῦσα has a circumflex while χῶρα has an acute.

3.10 Another couple of oddities that 'just are'. All first declension nouns have a circumflex on their genitive plural because it was originally -αων (another function of the circumflex is to show two vowels merging into one). The other is that nouns with an acute on the last syllable of the nominative singular have the same acute/circumflex pattern as the definite article.

3.11 When memorising vocabulary, stress the syllable which has accent. You will find that words with the accent on the last sound odd in English, because we tend to accent prior to the end (τιμῆ). If you do this, you will be a long way to becoming an expert on accents.

13.6 Morwood does not have a m./f. example of the upsilon stem: this just has the accusative singular ending in nu (rather than alpha).

Here it is for completeness

subject (nom.)	ἰχθύς	ἰχθύες
object (acc.)	ἰχθύν	ἰχθύας
of (gen.)	ἰχθύος	ἰχθύως
to/for/by, with (dat.)	ἰχθύι	ἰχθύσι(ν)

Really, all you have to know is that the stem is an upsilon. It should feel right that the acc. sg. is ἰχθύν rather than ἰχθύα.

Chapter 13

Verbs: more consonant stems

13.1 Labial consonants are made on the lips. We have seen that nouns which have β, π, φ at the end of the stem change to ψ when the sigma is added for the future and aorist tenses. The same thing happens in verbs – of course. The other, less intuitive change is that the labial plus kappa in the perfect becomes phi (φ). You need to be very sure about this.

13.2 The table of verbs on p.59 is very important indeed needs careful memorisation (flash cards?). As a first step, copy it into your note book so you are rereading it every day. Find a mean friend to test you. Note in particular:

- the doubling of the rho in the aorist and perfect of φέρτω
- the changes of vowel in the perfect stem of πέρσιμα and λέλυται
- λείρω has a strong aorist, where the stem drops a letter - έλιρων.

13.3 As you proceed with your Greek, you will see many examples where the vowel between two consonants varies or ‘changes grade’ as grammarians say. It is similar to the English swim/swam/swum. Getting used to the concept now will help greatly as you progress.

Nouns like πάλις and ἄστυ

13.4 A very few third declension nouns have other distinct differences: they can be a combination of all the following:

1. accusative singular ends in ν (like τίμην, λόγον etc.)
2. the genitive singular has a lengthened ο (-ως rather than -ος)
3. the nominative and accusative plurals have contracted to -εις

These apply when the stem has an ι or υ. These were previewed at R.2.

13.5 From p.30 of Morwood, you should copy down and learn (either by the exceptions, or by rote-memorisation or a combination)

- πάλις, -εως (note that the iota disappears after the accusative singular)
- ἄστυ, -εως (its neuter counterpart)

Future tense

3.12 The basic rule is: add sigma at the end of the stem. As the book says ‘variations will be dealt with later’. You assume a verb is regular unless you learn otherwise. Note that the personal endings are EXACTLY THE SAME as the present tense.

Chapter 4

Masculine nouns

4.1 The first declension has a few masculine nouns: they have their own related forms. (They are analogous to words like *nauta* and *poeta* in Latin).

4.2 Think about patterns in the following way:

- the plural is the same as all other 1st declension nouns
- we have a version with alpha and a version with eta: neither are particularly common, but the alpha version is positively rare.
- γεννίαις has a long alpha. The position of the accent also suggests this, because it is not three syllables back.
- to avoid confusion, the genitives of both types ends in -ου
- learn the vocative singular separately.

Imperfect indicative active tense

4.3 The concept of augment is very important in Greek verbs, as it is an indication of a past tense, and is put on the front of a verb. For verbs beginning with a consonant, the letter is an epsilon. (Verbs beginning with a vowel are dealt with later.)

4.4 The pattern is related to that of the present (and future). Note:

- -ov is both T and ‘they’ (context will make it clear which)
- note the shortened -εις and -ε compared to the present’s -εις -ετ.

Be very clear in your head when pronouncing these endings that they are different.

Note that the imperfect denotes an action in the past, but one which was not finished (*imperfectum* in Latin) hence the four potential meanings in English which Wilding suggests. Make sure you know all four English meanings

The article

4.5 Greek uses the definite article more than English does. There will therefore be occasions where Greek uses it but where you should leave it out if you are to translate into idiomatic English. The converse is also true: you should very rarely add it in to English where you do not see it in the Greek!

Genitive case

4.6 While Greek generally has a very flexible approach to word order in general, some elements are pretty fixed. Where the genitive is used to show possession, it is analogous to English:

- o the sister of my friend, or
- o my friend's sister

both mean the same thing.

4.7 Greek will generally 'sandwich' the genitive between the definite article and noun of the main part of the phrase. This will result in two parts of the definite article next to each other, the second one being genitive which is in the middle, the filling of the sandwich. But if a possessive genitive is NOT sandwiched then the article of the main noun needs to be repeated.

e.g. the voice of the Muse

- ἡ τῆς Μουσᾶς φωνή OR
- ἡ φωνή ἡ τῆς Μουσᾶς (the voice, the one of the Muse)

Of course, the main noun could also be accusative, as in

- τὴν τῆς Μουσᾶς φωνήν or
- τὴν φωνήν τὴν τῆς Μουσᾶς

THIRD DECLENSION NOUNS

12.4 This chapter introduces the paradigm of nouns like γένος, -ους, τό. This is an **important and potentially misleading** paradigm. When learning this vocabulary, you need to be clear that these words are not like λόγος and are neuter, not masculine. What is more, the endings you have been certain of (-η, -ος, -ους) are not what they seem. This is because the stem is actually γενε- but the epsilon at the end of the stem interacts with the vowel at the start of the ending.

ε + ος => ους

ε + α => η

It is worth setting out exactly what happens to this interaction of vowels, termed 'contraction', since

1. this happens in some important verbs.
2. Homer tends to write these nouns in their uncontracted form.
3. there are a few masculine and feminine nouns which have the same contractions.

subject (nom.)	γένος	γένεα => γένη
object (acc.)	γένος	γένεα => γένη
of (gen.)	γένεος=> γένους	γένων
to/for/by, with (dat.)	γένει	γένεσι(ν)

See also Morwood, p.31, which also sets out m and f versions: τριῆρης and Δημοσθένης. These have the same contractions: note that these are always given with the genitive -ους so you can tell that they are not like κῶπης.

Chapter 12

Numerals

12.1 Numbers are introduced. We will do a bit of work on the most important in class, but will learn them fully next term. A combination of English derivations and/or Latin will be of great help.

Special use of cases to denote time

12.2 All three 'oblique' (not nominative) cases have special meanings when it comes to time. This is similar to the three cases used with prepositions and the concept of the 'preposition box'. We can also represent the three uses pictorially, as follows:

Accusative: _____	Length of time
Genitive: _____ ο _____	Time within which
Dative: _____	Point of time

Or, put another way:

Accusative: time 'how long?'	answer: 'for ...'
Genitive: time 'within which'	answer: 'during'
Dative: point of time 'when'	answer: 'at/on'

With these time phrases, we also try to pick up some numerals. 1-5 should be fine - we will add in others as we continue. If you want to see them set out, see Morwood, page 53, where you will see that 1-4 declines, but five onwards do not change their endings. You will need to consult p.54 when translating into Greek. Note the peculiar way that the feminine 'one' (μία) is totally different from the masculine (εἷς)

Verbs with dental stem

12.3 What happens to the future and aorist of stems ending with a dental consonant (δ, τ, θ and ζ) when the sigma is inserted? The examples in *Wilding* show that the dental disappears, leaving just a sigma. We saw this when we looked at nouns like ἐλατὶς and κρατὶς in Chapter 9.

12.4 Note that in the perfect, the kappa (κ) takes the place of the dental (δ, τ θ, ζ) at the end of the stem.

Chapter 5

2nd declension

5.1 These nouns have the letter ο (omicron) at the end of the stem (as does Latin *fluvius*, although it is disguised!)

5.2 Virtually all the nouns like λόγος are masculine: there are only four common nouns that are feminine, and they are given here. Note that, unlike the first declension, the endings of the feminine nouns are exactly the same, so DO NOT LEARN the table νῆρος.

5.3 The pattern is clearly much the same as that of τριῆ but with the omicron rather than the eta.

5.5 All dative singulars end in an iota: here it is subscript, like the first declension.

5.6 Remember NOT to learn the vocative singular in the table, but as a separate item, at the end.

Accentuation

5.6 The same basic rules apply about position: the acute accent tries to stay on the same syllable as it is in the nominative singular.

5.7 The στερῆα rule applies (Basic Accents 6). See it at work on νῆρος, where accent always stays on the second syllable from the end, but changes depending between circumflex and acute depending on whether the last syllable is short or long).

5.8 If the last syllable has the acute accent, the pattern follows the accentuation pattern of the definite article (i.e. circumflex in the genitive and dative cases).

5.9 The circumflex in the genitive plural rule does NOT apply.

Weak aorist active

5.10 The aorist is a past tense, so has the augment: it is the 'simple' past tense, used for example in narrative. It indicates an action in the past that is completed.

5.11 In English it is often indicated by the suffix -ed (e.g. walk => walked, play => played, stop => stopped). However, some English words change the vowel to indicate the tense (e.g. drive => drove; sing => sang; write => wrote).

5.12 In a similar way, Greek has two ways of forming its aorist. This chapter looks at the first regular way - called a **Weak Aorist**. It has its own set of endings (characterised by the letter alpha) which must be memorised. It also has two signifiers: the augment at the front, and a sigma (like the future tense). These are very useful for recognition.

Word order

5.13 This is much more flexible than English, where word order determines sense; and more flexible than Latin (*although academic studies show that the 'verb at the end' is not actually statistically true!*)

5.14 You may have noted as we have gone through exercises in class, I always read left to right, noting all the information as we read in word. Turn back and read 0.12 again.

Accents on verbs

5.15 Verbs are very straightforward: the usual rules apply about how far back they can go. The key rule that applies to verbs is that the accent goes back from the end of the word as far as it can. That is,

- three back if the last syllable is short
- two back if the last syllable is long

The alpha in the weak aorist which is often on the last syllable is short, so the accent can be three syllables back from the end.

5.16 Note that it frequently moves in the 1st and 2nd persons plural, because the personal endings have two syllables rather than one.

Chapter 11

11.1 This is basically a revision chapter. This gives you time to go through all your endings from the beginning, and try to get as much vocabulary learned NOW as possible. Remember that you will need to factor in revision during the Christmas vacation, so you don't have to expect perfection just yet.

11.2 Priority: make sure your own personal grammar book is up to date, with all the paradigms set out: all the tenses for verbs, and all the nouns (1st, 2nd and third declensions). If you haven't started one yet, now is the time. Remember that from p.43 of Wilding, no endings are set out. This is why you need to have them set out, in the order that you met them. You should be looking through these new ones pretty much every day, until you can write them out without thinking. You are then ready for the next step - see 11.3.

11.3 Now is the time also to get recognition of endings quicker: you are aiming to make this automatic. You are well on the way if you can write out endings of each paradigm without any real conscious thought - it's as if your pen knows the endings, not you. I can recommend the Eton College Greek project (easily found via Google) if you have not tried it yet.

Idiom: definite article

11.4 The definite article is a wonderful feature of Greek, and is used extensively in idiomatic ways. We have seen how it sandwiches genitives and adjectives (but not αὐτός). We have seen how it can be used with an adjective, e.g. αἱ σοφαὶ = wise women. This chapter gives us some more open sandwiches (definite article without noun)!

11.3 The definite article can be used with a prepositional phrase:

- ὁ ἐν τῇ σελενῇ - the man in the moon.
- τὰ ἐν ταῖς Αθήναις - affairs in Athens (literally 'the things in Athens')

11.4 The definite article can be used with an adverb:

- οἱ νῦν - the people of today (literally 'the now men')

Very neat!

More tense indicators

10.2 **Future and aorist tenses:** some verbs have stems ending in consonants. The interaction of the sigma in the future and aorist with a consonant at the end of the stem does strange things. For example a guttural (γ, κ, χ) followed by *sigma* is written a *xi* ξ. Exactly the same principle makes us spell φύλακας as φύλαξ.

10.3 **Perfect tense:** Less expected, perhaps is the perfect tense; if there is an existing kappa at the end of the stem, an additional kappa to show the perfect results in a *chi* (χ). We can justify this to ourselves because *chi* is a more forceful version of *kappa*,

10.4 Notice also that verbs beginning with a vowel cannot reduplicate in the perfect: instead, they just have an augment. There will still be a *kappa* and perfect endings to differentiate it from the aorist tense.

10.4 **Strong aorist:** note that ἄγω has a different form of aorist: the stem is quite different, and the aorist endings are the same as the imperfect endings. We have a parallel in English: regular verbs form the simple past with *-ed*; others change the stem (swim => swam; go => went).

10.5 **NOUNS:** Stems in nu (-ν) *Morwood* doesn't set these out: all you need to know is that the nu is dropped before the sigma. In honour of Pullman's *His Dark Materials* trilogy, which has a number of Greek terms in it, here is the word for deity, power:

<i>subject</i>	δαίμων	δαίμονες
<i>object</i>	δαίμονα	δαίμονας
<i>'of'</i>	δαίμονος	δαίμόνων
<i>'by' 'with' 'in'</i>	δαίμονι	δαίμοσιν(ν)
	vocative: (δαίμων)	

10.6 Note the shortened vowel in the vocative, based on the stem. This shortening of a long vowel is a common way of forming the vocative singular in the 3rd declension. A reminder: in the plural, all vocatives (no exception) are the same as the nominative

10.7 Note that *πατήρ* and *μήτηρ* (and their troublesome daughter *θυγάτηρ*) all drop the epsilon in the genitive and dative singular. *Morwood* sets out *πατήρ*, *πατρός* on page 28, where you can see that the stem really has an epsilon (e.g. *πατέρα, πατέρες, πατέρας, πατέραν*).

Chapter 6

Neuter nouns

6.1 There is a 'super' rule for all neuter nouns, as follows:

- the accusative is always the same as the nominative
- the plural nominative and accusative end in alpha
- genitives and dative are as other nouns in the declension to which the neuter noun belongs.

You will have seen this in the definite article *τό* and *τά*. Learn these rules, and you have no new endings to learn.

6.2 On the vocabulary, be careful of *ὄπλα*: learn that it is *τά* not *ή*.

6.3 An oddity: where the subject is neuter plural, the verb is singular. The Greeks, perhaps, thought of them as a group (compare English 'the crowd was very large' where there are many people comprising the crowd, but the verb is singular: we are thinking of the crowd as one unit).

Perfect active indicative

6.4 The perfect tense is not as common in Greek as the aorist. It represents an action in past time which has an effect at the current time. English uses the auxiliary verb 'have' or 'has' ('she has walked', 'we have driven'.)

6.4 Greek has a set of personal endings and a suffix to indicate this tense.

- The endings have an alpha, but also (usually) a kappa added to the stem, not a sigma.
- The suffix 'reduplicates' the initial consonant, and adds an epsilon between the consonants. It does not have the epsilon augment. *You may have seen some Latin verbs which reduplicate, like dare => dedi; currere => cucurri.*
- verbs which begin with a vowel will be dealt with later
- the alpha in *Λεδύκασσι* is long; other alphas are short.

Chapter 7

Adjectives: form

7.1 There is nothing new on page 35 of Wilding. Just look at the patterns and you will see they follow the nouns precisely. Greek traditionally puts adjectives in columns in the order masculine, feminine neuter, just like the definite article. I like to call these 2.1.2 adjectives as a shorthand for the declensions they follow.

7.2 Masculine and neuter are like λόγος and ζυγόν. The feminine can either be like τιμή or χώρα, depending on what letter is at the end of the stem. The stem of σοφός ends in *phi*, so has an *eta* in the singular; the stem of φίλιος ends in *iota*, so it has an *alpha* in the singular.

Adjectives: position

7.3 The position of the adjective follows the same principles as the genitive: it is either sandwiched (preferred, and like English) or it is attached by a repeated article.

7.4 If the article is not repeated, then the sense is changed - so note carefully. In Greek, the verb 'to be' has two nominatives ('The general is fine'), the nominative subject is usually signposted with the definite article ('The general') The other nominative, termed the 'complement' to differentiate it from the subject, does not.

7.5 Thus a Greek would see *ὁ στρατηγός καλός* and think: 'the adjective is not linked with a repeated definite article, as it MUST be; the only other time we get two nominatives is where they are linked by the verb 'to be'. That's what must be going on here.' So *ὁ στρατηγός καλός* must mean 'The general is fine'

Adjectives: as noun

7.6 The article can be used to turn an adjective into a noun, particularly to indicate classes. (You will see the article doing a similar thing with other parts of speech as we continue this year: it gives Greek a much greater flexibility than Latin).

Examples

- οἱ σοφοί wise men/people
- ἡ ἀνδρεία the wise woman
- τοὺς πλουσίους (I see) rich men
- τὰ δεινὰ strange things

Accents

Chapter 10

Syllabic and temporal augments

10.1 We have seen how the temporal augment is *ε* put on the front of the stem of the verb. This is true for verbs beginning with a consonant. This is not the case for verbs beginning with a vowel: these verbs 'lengthen' the initial vowel.

You need to memorise these: as a first step copy this table down into your note book:

Vowel	Present	Imperfect
<i>α goes to η</i>	ἄγω	ἤγον
<i>ε goes to η</i>	ἔθελω	ἤθελον
<i>ο goes to ω</i>	ὀνομάζω	ὠνόμαζον
<i>ι goes to ῑ</i>	ἰκετεύω	ἰκέτευον*
<i>υ goes to ῡ</i>	ὑβρίζω	ὑβρίζον*
Diphthongs augment as follows:		
<i>αι goes to η</i>	αἰτέω	ἤρουν
<i>οι goes to ω</i>	οἰκτείρω	ῶκτειρον
<i>αυ goes to ηυ</i>	αὐξάνω	ῆυξανον

* in written form, the initial letter looks unchanged, but pronunciation would have made this clear

The big points to note are:

- if an augmented verb begins with *eta* (η) you may have to hunt for it under *alpha* (α) in a dictionary if it is a past tense.
- if the verb is a compound verb, the augment goes on the front of the main verb, not at the start of the prefix (the part that looks like a preposition on the front). It may mean another vowel has to drop out.

Examples:

εἰσβάλλω (I invade) becomes εἰσέβαλλον (I was invading)
 ἀποπέμπω (I send away) becomes ἀπέπεμπον (I used to send away)
drop a vowel: ἀπo- becomes ἀπ-

One of the most common verbs, *έχω*, is an exception. The *epsilon* becomes not *eta* but *epsilon-iota* (*έχω* becomes *ειχον*). Ask me if you want to know why.

forget them. Remember that you want to recognise them automatically when you see them.

9.5 Reminder: the verb 'to be' does not have an object in the accusative case, but a 'complement', which is another word in the nominative case.

7.7 Adjectives follow nouns in that their accents try to stay where they are in the nominative singular - and masculine specifically. For many of these 2.1:2 adjectives, the accent is on the final syllable, so the pattern is that of the definite article. When you memorise these adjectives, stress the last syllable to yourself.

The verb "to be"

7.8 The verb 'to be' has a very different set of endings. Even so, the 1st and 2nd plural endings should be recognisable. It is the most frequent verb (even though it is often omitted) so repeat it to yourself and write it out to commit it to your long-term memory.

7.9 As mentioned in 7.4, the verb 'to be' generally has two nominatives. Instead of an object in the accusative it has a second nominative in the nominative: this is called the 'complement'.

7.10 Quite frequently rather than a complement, the verb has a noun in the dative case.

εἶδος χρῆματα ἔστιν τῷ δούλῳ
Money is to the slave.

For proper English, make the dative the subject, and change the verb to 'have':
'The slave has money'.

Pluperfect indicative

7.11 This tense is used when an action happened before another action which was also in the past. English uses the auxiliary verb 'had'.

7.12 Greek bases the pluperfect on the perfect tense, so there is reduplication but Greek also augments it. Notice that the endings, rather than having the alpha of the perfect tense have an epsilon (sometimes *epsilon*, sometimes *epsilonion*). Pronounce them carefully, noting the difference between:

- ε bet
- η air
- ει é

If you can hear the difference, you can spell the difference. Simple.

Accents

7.13 The verb 'to be' is written with accents when set out in a grammar table in a book but often does not have one in a text. It throws back an accent onto the last syllable of the previous word (subject to the constraint that a word cannot have two acute accents next to each other).

7.14 The accent of the pluperfect tense is like all the other tenses: it is recessive, meaning it goes back as far from the end as the rules allow.

Chapter 9

9.1 This chapter looks at 3rd declension nouns where the stem ends in a dental. *Morwood* has only one example on p. 28:

ἐλπής, ἐλπίδος (*hope*)

Note how in the dative, the combination δσ becomes just σ, as set out in R.3. παίς παίδος is another very important example (παίς is for παίδος, and similarly the dative pl. is παισι.)

9.2 Next up is the future of εἰμί – see p.94 of *Morwood* which is unhelpful and copy out the following into your reference grammar.

Future of εἰμί – I am

ἔσομαι	ἔσόμεθα
ἔσῃ	ἔσεσθε
ἔσται	ἔσονται

Note that you would expect ἔσεται rather than ἔσται.

These endings are also those of passive verbs which we will meet in Chapter 16, next term.

9.3 In the second seminar, we add nouns with a stem ending –ντ or –κτ *Morwood* has γέρον, γέροντος (old man) on page 28. In the subject (nominative) remind yourself that no Greek word ends with the letter τ, so we just have ν. In the dative plural, οντοι has dropped not only the dental (τ) but the ν as well, and we have the frequent phenomenon of compensatory lengthening: the short ο syllable has been made into the long syllable ου giving γέροισι. This change to ου happens for all –ντ and –κτ stems.

Morwood doesn't list –κτ stems, but with words such as νύξ νυκτός the nominative is –κτες, the tau drops out and the kappa sigma is written as ξ, just like φύλαξ.

9.4 Revise the future of εἰμί and add in the imperfect, set out on page 93 of *Morwood*. You may think it a good time to bring all three tenses together in one intensively, then continue to look through briefly every day until you cannot

labials	β	π	φ	+σ	=>	ψ
gutturals	γ	κ	χ	+σ	=>	ξ
dentals	δ	τ	θ	+σ	=>	σ

liquids λ μ ν ρ +σ =>problem!

R.4 The book has many drills, Greek to English, English to Greek. You do the former in your head, and do them several times. This should help you to become familiar with new vocabulary. Write out the English to Greek exercises. I will usually put up model answers for you to check BEFORE class. It will help you to find out of you need to ask me questions in the next class. Our aim is for automaticity of endings (See 0.6)

R.6 Important note

What do we mean by 'learning the endings', or 'learning your tables'? Certainly, the **first step** is to be able to say them (quick) and write them down (slower) but this is only the first step. The **next step** is to be consciously on the look-out for them in any sentence or passage you are reading. As a native English speaker, you are not programmed to do this (if your first language is an inflected language - congratulations: you have an advantage in learning Greek). The **final step** is what is known as 'automaticity'. As you read a word, you immediately and subconsciously know what set of endings it follows, and subconsciously act on the endings in one action. It means you end up reading the Greek in the Greek word order, as a Greek did: you are not darning around trying to put the Greek words into their 'proper' (i.e English!) order.

Very few people in the UK aim to do this: you will begin to do so with me. To achieve these, we will do a lot of oral work in classes.

Chapter 8

Third declension nouns

8.1 These work on a different pattern from the first and second declensions, and is complicated by the fact that the stem usually ends in a consonant. *If you have studied Latin, the Greek third declension is very similar in structure.*

8.2 Masculine and feminine nouns have **exactly the same endings**. You must learn the gender as well as the meaning – you cannot tell from the endings Wilding uses m. and f.: some dictionaries use ó and ñ instead. We use φύλαξ to give the basic pattern of the endings.

8.3 The nominative singular is not necessarily a good guide to the stem. To find the stem take the -ος off the end of the genitive singular and put the endings on the stem, **NOT** the nominative. This means that you need to learn the genitive singular as well.

8.4 Note that the nominative singular may end in a sigma, either explicitly or in an ξ or ψ. Where this is the case, it is a good guide for the dative plural which begins with a sigma: -σι(ν). Refer back to 1.4 on page 6. This concept keeps needing to be used from now on!

8.5 The neuter follows the 'super rule' set out at 6.1.

Other parts of the present tense

Imperative

8.7 Used for giving a command, especially where it is a continuing command, or one of general application (rather than a command for a specific occasion).

ἄν|ε (sg.) release!

ἄν|ε|τε (pl.) release!

(the plural cannot be distinguished from you are releasing)

Infinitive

8.8 The three uses set out in Wilding work exactly the same way as English uses the infinitive.

ἄν|ειν to release

Particles

8.9 Particles are little words that connect sentences, and Greek is particularly rich in them. They often show the logical thread of thought between sentences. Note that many of them come after one word or more words after the beginning ('post-positive particle'). Do not ignore them. Although at a more advanced stage you may decide not to leave them out of your translation, for the moment include them, however inelegant they may feel.

8.10 One of the greatest pleasures for anyone who reads Greek are the particles showing a contrast – μέν and δέ. They permeate the Greek language and therefore the way the Greeks thought. 'On the one hand ... on the other' is inelegant as a translation, but keep it – for the present.

8.11 Be on the look out for ὁ μὲν and οἱ δέ: this is an idiomatic way to indicate a change of subject, thus avoiding ambiguity.

8.12 Note also the idiomatic use of αὐτός: understand that it means something different depending on whether it occurs with a noun or not, and note the word order Greek requires.

Overview, Weeks 6-10

R.1 From now on, *Wilding* omits all the tables of endings. You will need to use *Morwood* as well. I strongly recommend having your own personalised grammar book, A5 size, which copies out the relevant tables from *Morwood* as *Wilding* reaches them. It is then an easy matter to revise, which you should now be doing pretty much on a daily basis.

You should have the following in your personalised grammar book so far:

- Verbs:
 - λύω indicative: present, future, imperfect, aorist, perfect, pluperfect
 - λύω: imperative and infinitive
 - εἶμι: present
- Definite article ὁ ἡ τό
- Nouns: τιμή, χώρα, Μοῦσα, κριτής, νεανίας, λόγος, ζυγόν
- Adjectives: σοφός ἡ ὄν; φίλος α ον

R.2 Over the next few chapters *Wilding* continues with small variations of third declension nouns and adjectives: learn the following overview, which we will go through in class.

subject	(Nom)	ς	or nothing	ες (or εις or ης)
object	(Acc)	α	(or ν)	ας short alpha (or εις)
'of'	(Gen)	ος	(or ως)	ων
'to/for/by/with'	(Dat)	ι		σι(ν)

R.3 The sound of Greek is very important, and we see that σ as a letter at the start of a stem frequently interacts with the consonant at the end of a stem. This is as true for verbs as it is for nouns (think of the σ added for the future and aorist tenses). Get familiar with the following families of consonants: