

The University of Warwick
Department of Classics and Ancient History

Greek Language and Literature

2016/17



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INTRODUCTION

This module builds upon the *Greek Language (Beginners)* module and gives the opportunity to read significant passages of original authors. Students need to have a sound basis to enrol on the module, as follows:

- Students who have studied the module *Greek Language* usually need to have achieved 70% to be eligible for this module.
- First year undergraduates with a good GCSE pass, perhaps supplemented by a summer school if they took the exam at 16. New first years who propose to take this course should contact me in early September. I will send revision material at the start of September to help them get up to speed and will set a diagnostic paper in the first week of term to see whether they will be able to thrive on the course.

Attendance

There are three hours of teaching each week. Attendance is required at all classes. If you are ill, you should contact your lecturer by email as soon as possible giving an indication of why you could not be expected to attend. In the absence of any such email, attendance will be noted as unauthorised.

Office Hours and Language Clinics

Language Clinics and Office Hours are an important part of the module, offering students the opportunity to sort out areas of uncertainty as the module progresses. Each module tutor has their hours displayed outside their office.

AIMS AND OBJECTIVES

The aims of the course are to finish learning the structures of the language and to read some Greek by classical authors of a reasonable length. By the end of the module, students should expect to have:

- completed an introduction to the grammar and syntax of the language,
- developed a good working vocabulary,
- read unadapted Classical Greek by three authors, and
- started to develop an awareness of different literary styles.

To continue onto the next level, *Greek Literary Texts*, the Department recommends a minimum of 70% in this module.

ORGANISATION

There are three hours of tuition per week. Students are encouraged to use Office Hours to clear up points as they occur. There are no classes in reading week.

You will need to buy three books in the first term:

- Morwood, J. *Oxford Grammar of Classical Greek*
- Affleck, J.P. and Letchford, C.A. (2016) *OCR Anthology for Classical Greek GCSE*

The choice of dictionary depends on your circumstances. If you are a Q800 student or if you think you are likely to continue, then you should get a copy of *Liddell and Scott Intermediate Greek-English Lexicon* (if you go on-line you can find cheaper print on demand copies rather than hardback). If not, then the *Pocket Oxford Dictionary of Classical Greek* by Morwood/Taylor should be perfectly satisfactory for this year.

In the second term, you will need to buy an edition of *Hippolytus* by J. Ferguson (Bloomsbury)

Overview: term 1

As a continuation to the *Greek Language* module, this module aims to improve the student's knowledge of accidence and syntax, as set out in the module handbook. This will be the focus of the classes for the first few weeks of the Autumn term. Knowledge of the AS prescribed vocabulary list is expected by Week 5 and students are expected to have made a good start before the beginning of the year. Nouns and adjectives will be tested in Week 1.

The first text read is normally a simple Greek prose text. It will be taken from the *Anthology for Classical Greek GCSE*

Term 2

The second set text – extracts from a play by Euripides - is read and the third – a significant stretch from a book of Homer - is substantially finished. Work begins on reading more Euripides in preparation for unseen translation in the summer exam for which a list of vocabulary for verse is provided.

Term 3

The set book is finished in the first week; the rest of the time is devoted to revision and exam technique.

Texts are chosen for their intrinsic interest as well as their capacity to deepen students' understanding of the language. Students are required to prepare translations, which are then discussed in class along with content. Students will need to go over the text again immediately after each class to consolidate their work.

The examination can be on any portion of the text studied in class and will include questions on grammar and content.

Study required

Students are expected to do significant work outside classes, and are advised that they should reckon on spending **at least two hours in private study between each class**, and will also need to spend some time during vacations to consolidate the material.

Study will typically be divided between:

- extending vocabulary
- revising and refining accidence (endings) and syntax (sentence construction)
- preparing text for the next class
- post-paring text of previous class

We employ two methods of reading the set texts. At first, we go through the text carefully in class together and the student's task is to go over and ensure that they have a good understanding of the meaning and content and learn the vocabulary in context. When students have had some experience of the style of their author, they prepare by annotating a copy of the text but not write out translations in full. The class will consist of checking students' understanding of the Latin and discussion of grammatical content and style. Students will need to go over the text again immediately after each class to consolidate their work.

Advice on studying

At the start of the year, identify what has been forgotten over the summer, and relearn it. Some loss is to be expected when you have learnt a language quickly and had a long summer. It should not take long to get material back if you are methodical.

Make a habit of looking at vocabulary every day – both new vocabulary and revision of vocabulary previously learned. Have a vocabulary book or list and carry it around for odd moments (bus?) that you can usefully fill.

Get comfortable with the terminology for the various constructions – purpose, clause, result clause etc. Be able to explain how they work **at any time**.

Preparation of texts is key. You should get in the habit of marking up text in advance of classes when asked to. Highlight bits that you don't understand and make sure that you leave class with the matter solved. The matter does not end there: go over again straight away, perhaps now writing out a fair translation for reference. Clarify any points that arise at the next class. What seemed clear in class may have become opaque once you are on your own again.

- Work from the Greek, not from a translation in class.
- Use published translations sparingly and with circumspection.
- Team up on a regular basis with someone else: both for language and set text work.

Assessment

The module is assessed through two examinations, as follows:

Term 2, Week 1

1 hour exam (20%) based on the first set text. Questions on translation (10%) and accidence and syntax (10%).

Term 3

2 hour exam (80%). Questions on the second and third set texts will comprise translation of a passage and comment on accidence, syntax and content. There will also be a passage for unseen translation.

Questions on set texts may encompass translation, and questions on grammatical and stylistic matters and will potentially be set on any of the lines studied in classes during the year.

TECHNOLOGICAL HELP

You may also wish to type in Greek. If so, you must have the facility to input breathings. See the Ancient Greek section of the Cambridge Schools Classics Project (www.cambridgescp.com/main_entrance.php)

There are two aspects:

1. **Font.** You must use a Unicode font which includes a full set of Greek characters (Polytonic Greek). Fonts installed on computers include Lucida Sans, Palatino Linotype, Tahoma and Arial Unicode MS. Macs also have Lucida Grande, Helvetica and Times. There are other fonts that can be downloaded, such as Gentium.
2. **Input.** You also need to have a way of inputting the text. If you have a Mac, it is a just matter of changing the keyboard layout, done via country options. Be careful to use Polytonic Greek, not 'Greek'. Life is a little more complicated in Windows, where Polytonic Greek needs to be enabled using Control Panel/Regional and Language Options/ and setting input language and keyboard to Polytonic Greek..

You should also try out the following:

- Eton College Greek Project for practicing forms
- Loogeion – online dictionary, linked to texts, based on but more user-friendly than
- Perseus – on-line texts

You should be aware that Perseus uses out of date editions of texts, and that where the text is critical, you should be using TLG (Thesaurus Linguae Graecae) which can be accessed through the Library via the electronic databases.

Marking Criteria

Translations in the end of year exam are marked on the 17 point scale in general use in the university, as modified for language by the Department.

The criteria used are set out in the following table:

Class	Grade Point	Descriptor
First	Excellent 1st	Exceptional work of the highest quality, demonstrating total fluency and accuracy in translating; stylish and accurate English. Work may achieve or be close to publishable standard. Flawless.
	High 1st	Very high quality work demonstrating excellent knowledge and understanding; very high level of accuracy. No major syntactical errors; no major omissions from translation. Some minor slips in vocabulary; not entirely capturing nuances of the original.
	Mid 1st	
	Low 1st	
Upper Second (2.1)	High 2.1	High quality work demonstrating good knowledge and understanding; high level of accuracy.
	Mid 2.1	
	Low 2.1	
Lower Second	High 2.2	Competent work, demonstrating reasonable knowledge and understanding; some errors in understanding syntax and in recalling vocabulary.
	Mid 2.2	
	Low 2.2	
Third	High 3rd	Work of limited quality, demonstrating some relevant knowledge and understanding. Limited grasp of syntax; significant gaps in knowledge of vocabulary.
	Mid 3rd	
	Low 3rd	
Fail	High Fail (sub Honours)	Work does not meet standards required for the appropriate stage of an Honours degree. Most of the passage misunderstood or untranslated. Poor use of English.
	Fail	Poor quality work well below the standards required for the appropriate stage of an Honours degree. Only isolated phrases understood.
	Low Fail	
Zero	Zero	Work of no merit OR Absent, work not submitted, penalty in some misconduct cases

A LINGUISTIC OVERVIEW

A Guide to the Language Component

Last year, or while studying GCSE, you met all the common noun forms and much of the verb system and a basic vocabulary of around 450 words. You also got a flavour for Greek style, in particular its use of participles and the particles.

This document gives a brief overview of the new material to be covered. We will make reference to the last chapter of *Greek to GCSE Part 2*; and work through *Greek Beyond GCSE*.

The aim is that by the end of the Autumn term, the main areas of Greek grammar (endings) and syntax (sentence construction) will have been covered and reasonably secure. To those used to Latin, this may seem a tall order. In fact, understanding and translating Greek is possible without such a detailed analysis as Latin, and the focus will be on understanding Greek and working out the technicalities from this understanding. There will be plenty of practice on this when studying the three set texts.

Grammar – verbs

1. Subjunctive and Optative

These are the two main forms (“moods”) that you have met only superficially. Two overview sheets are also attached which show how they are used in Greek.

The vital points to bear in mind regarding form are:

subjunctive – this mood lengthens the vowel in the personal ending; there are only two main tenses – present and aorist and they are used by aspect (you have already met this concept).

optative – has a diphthong – οι, αι or ει in the personal ending. This does have a future tense as well.

2. –mi verbs

There are a handful of verbs that do not correspond to the παύω system. In the present and imperfect they have their own distinctive family of endings. We will see how these work; but in practice they can be recognised without learning in detail all parts of every verb. The irregularities only really occur in the present and imperfect tense. The future and aorist tend to be regular once you have learned the principal parts.

3. Principal parts

We have learned the various strong aorists and other oddities. We will regularise this by learning the principal parts of the main common irregular verbs. Not knowing the main principal parts is one of the biggest obstacles to getting to grips with reading Greek.

4. Other tenses

The perfect is seen occasionally; it has the idea of an action started in the past that has an effect that continues to the present. Theoretically there are pluperfects and future perfects but these are very rare beasts indeed, and we will not spend more than a few minutes on them, from the point of view of recognition.

5. Verbal nouns and adjectives

Those of you familiar with Latin will have met gerunds and gerundives. There are similar things in Latin - e.g τὸ παύειν = (the act of) stopping (neuter article + infinitive); and the τεός ending gives obligation (παυστέος = 'must be stopped'). They are not often encountered.

Syntax

In most instances, Greek has little words that act as signposts (much more useful than the Latin *-ut* which is used for several different purposes). There may be a subjunctive or optative in the clause, but these tend not to affect the meaning. The tense is important in some constructions, but not in others (used by aspect).

Syntax – recognition for reading

Key areas for revision will be:

- indirect statements
 - “The general thought that they would beat the Spartans.”
- indirect questions
 - They asked why the Spartans had decided to retreat.
- purpose clauses
 - The Athenians ran quickly in order to avoid the enemy.
- conditional sentences
 - If you work conscientiously, you will do well this year.
- indefinite construction
 - Whenever I go to the bar

Less common:

- fear clauses
 - They were afraid that the enemy would attack the walls.
- subjunctive or optative used independently
 - Let's see how well we can do.
 - If only the summer had been warmer.

Key words to focus on will be:

ἵνα, ὥστε, ὅτι/ὥς, εἰ, ἐάν, ἄν

THE SUBJUNCTIVE SHEET

Recognise it: by lengthened vowels. Present and aorist only. The aorist subjunctive has NO augment. It looks a little like it should be a future tense.

GENERAL PRINCIPLE

In subordinate clauses, the SUBJUNCTIVE is often used where the MAIN verb is a primary tense (present, future or perfect). This is known as the PRIMARY SEQUENCE.

(By contrast, the optative is used where the main verb is historic, but often the subjunctive is actually used for vivid/graphic reasons)

USES IN GREEK

You will see the subjunctive in:

SUBORDINATE CLAUSES

- PURPOSE CLAUSES (using - ἵνα) - in order to, so that
- VERBS OF FEARING (with μή) – I am afraid that
- CONDITIONAL CLAUSE future: If X happens, Y will happen
Greek uses the word ἔαν (this is the only context in which Greek uses the word ἔαν to mean “if”) and it is followed by a verb in the subjunctive. Note that good English translates it as a normal present tense. The other half of the conditional uses a normal future indicative (like English).
- INDEFINITE CLAUSES - whenever or until - use the subjunctive plus ἄν
καθιῶ ἐνθάδε ἕως ἄν δῶς μοι τὸ ἀργύριον
Often English doesn't observe this indicative/subjunctive distinction. e.g. “Whenever I see Mr. Bean , I laugh.”

MAIN CLAUSES

- EXHORTATION
This is really a 1st person imperative - let us go!
Indeed, Greek uses the aorist subjunctive in negative commands (may you not do that = don't do that)
μὴ φάγης τούτον τὸν σῖτον.
- DELIBERATIVE QUESTIONS
τί πράξωμεν;

NOT in Indirect Statements; nor indirect questions, nor result clauses.

This is similar to the English purpose clause:
PRIMARY: I am going to London in order that I may see the Queen
HISTORIC: I went to London in order that I might see the Queen.

THE OPTATIVE SHEET

The Optative is another form of the verb (“mood”), similar in use to the subjunctive. In Greek it can be recognised by diphthongs like *οι, αι* or *ει* before the personal ending. **Make sure you can recognise all personal endings quickly and accurately.**

GENERAL PRINCIPAL

The Optative is generally used in certain clauses where the main verb is PAST (imperfect, aorist; but NOT perfect). This is termed the **HISTORIC SEQUENCE**. However, Greek often prefers to be VIVID or GRAPHIC in subordinate clauses and uses the subjunctive in place of the optative.

USES IN GREEK

You will see the optative:

SUBORDINATE CLAUSES

- INDIRECT SPEECH (NB the tense of the optative gives the tense of the original speech; it is NOT by aspect)

ἡ γυνὴ ἤρετο ὅπου ὁ κίνδυνος εἴη.

and not only in ὅτι clauses, but also indirect questions and all subordinate clauses in O.O.

- PURPOSE CLAUSE - ἵνα (in order to): the verb in the clause is optative (by aspect)

ἐπορεύθην πρὸς τὰς Ἀθήνας ἵνα τὰ ἱερὰ ἴδοιμι.

- VERBS OF FEARING for the future (with μή) – I was afraid that

- CONDITIONAL CLAUSES

Used only for future conditions that are remote: it is used in both parts – both protasis and apodosis. In addition, the apodosis has ἄν

εἰ ταῦτα λέγοις, καλῶς ἄν λέγοις.

- INDEFINITE CLAUSES – (whenever) uses optative WITHOUT ἄν

MAIN CLAUSES

- POTENTIAL - “you might do this” (with ἄν)
- WISHES FOR THE FUTURE – “if only” (focused with optional εἴθε)

THE INFINITIVE SHEET

The Infinitive is another form of the verb (“mood”) that does not have a person attached. In Greek, the endings tend to be either ειν or αι. The latter ending is more common.

GENERAL PRINCIPAL

There is a fairly full set of infinitives in Greek (unlike English). The main tense lacking an infinitive is the imperfect tense.

USES IN GREEK

1. PROLATIVE VERBS

The sense is “carried across” from the main verb; word like want (βούλωμαι), be able (οἶός τ' εἶμι). The infinitive tends to go just before the main verb. The tense is present or aorist and is determined by **ASPECT**. This fine distinction is not translatable into English.

exception: verbs of hoping ἐλπίζω and promising ὑπισχνέομαι and being about to μέλλω are followed by a future infinitive, because the sense of these refers to the future.

Translation level: very easy

2. INDIRECT STATEMENTS

As well as ὅτι, Greek can use an infinitive to report a statement. The infinitive REFLECTS THE TENSE OF THE ORIGINAL SPEECH. (Aspect does **not** apply.) Future and aorist infinitives are as likely as the present.

Often there is an associated ACCUSATIVE (just like Latin). Be warned, though. Where the subject is the same (*Socrates said that he (i.e. Socrates) ...*) Greek usually has just the infinitive. In English, we have to supply “that he” or “that they”. The difficulty is spotting that it is, in fact, an indirect statement.

Translation level: often very tricky to spot! Look out for words like say φημί and consider νομίζω. Usually not λέγω

3. RESULT CLAUSE

The word ὥστε usually introduces a result clause. The clause often has just an infinitive as its verb. This is present or aorist according to **ASPECT**. If the subject is expressed, it goes (somewhat surprisingly) in the accusative (like an indirect statement).

Sometimes though a result clause has an **indicative** mood if the writer wants to emphasise that the result actually happened.

Translation level: easy.