

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.

Cambridge University Press
978-0-521-69852-8 - The Joint Association of Classical Teachers' Greek Course: Reading Greek: Grammar
and Exercises: Second Edition
Cambridge University Press
Frontmatter
[More information](#)

Cambridge University Press
978-0-521-69852-8 - The Joint Association of Classical Teachers' Greek Course: Reading Greek: Grammar
and Exercises: Second Edition
Cambridge University Press
Frontmatter
[More information](#)

THE JOINT ASSOCIATION OF CLASSICAL TEACHERS' GREEK COURSE

Reading Greek

GRAMMAR AND EXERCISES

SECOND EDITION



Cambridge University Press
978-0-521-69852-8 - The Joint Association of Classical Teachers' Greek Course: Reading Greek: Grammar
and Exercises: Second Edition
Cambridge University Press
Frontmatter
[More information](#)

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9780521698528

© The Joint Association of Classical Teachers' Greek Course 1978, 2007

This book is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First edition published 1978
Twenty-sixth reprint 2006
Second edition published 2007
10th printing 2015

Printed in the United Kingdom by Bell and Bain Ltd, Glasgow

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-69852-8 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

<i>Preface</i>	ix	
<i>Acknowledgements</i>	x	
<i>Abbreviations</i>	xiv	
A Grammar and Exercises for Sections One-Twenty¹		1
<i>Alphabet and pronunciation</i>		1
1–7 <i>Grammatical Introduction</i>		4
<i>Part One</i>		
8–51 <i>Section One</i>		8
52–65 <i>Section Two</i>		43
66–76 <i>Section Three</i>		54
<i>Part Two</i>		
77–100 <i>Section Four</i>		70
101–127 <i>Section Five</i>		92
128–149 <i>Section Six</i>		115
150–177 <i>Section Seven</i>		134
<i>Part Three</i>		
178–188 <i>Section Eight</i>		160
189–211 <i>Section Nine</i>		176
212–219 <i>Section Ten</i>		210
<i>Part Four</i>		
220–227 <i>Section Eleven</i>		226
228–248 <i>Section Twelve</i>		236
249–273 <i>Section Thirteen</i>		270
274–283 <i>Section Fourteen</i>		300
284–290 <i>Section Fifteen</i>		309

¹ Bold numbers refer to the grammatical paragraph sections.

<i>Part Five</i>		
291–306	<i>Section Sixteen</i>	315
307–328	<i>Section Seventeen</i>	336
329–332	<i>Section Eighteen</i>	356
<i>Part Six</i>		
333–336	<i>Section Nineteen</i>	359
<i>Part Seven</i>		
337–339	<i>Section Twenty</i>	362
B Reference Grammar		369
340	<i>Preliminaries</i>	369
341	<i>The Greek alphabet</i>	370
344	<i>Accentuation</i>	375
349	<i>Homeric dialect – the main features</i>	378
354	<i>Nouns</i>	382
360	<i>Pronouns</i>	389
362	<i>Adjectives</i>	393
366	<i>Adverbs</i>	399
367	<i>The verb πύω with second aorist λαμβάνω in full</i>	400
373	<i>Contract verbs</i>	409
376	<i>Verbs in -μι in full</i>	416
384	<i>The endings of non-indicative forms (aspectual)</i>	431
385	<i>Irregular verbs</i>	433
389	<i>Important principal parts</i>	435
390	<i>Prepositions</i>	443
391	<i>Particles</i>	445
392	<i>ώς (ώς)</i>	450
393	<i>Participles</i>	451
394	<i>Infinitives</i>	452
395	<i>Impersonal verbs</i>	454
396	<i>Result clauses</i>	454
397	<i>Indirect speech</i>	455
398	<i>Temporal clauses</i>	457
399	<i>Purpose clauses</i>	458
400	<i>Verbs of fearing</i>	459
401	<i>Potential (polite) ἄν</i>	459
402	<i>Potential-conditionals</i>	460
403	<i>Wishes</i>	460
404	<i>Commands (orders)</i>	461
405	<i>Deliberatives</i>	461
406	<i>Subjunctive and optative usages compared</i>	462

C	Language Surveys	465
408	<i>A brief history of the Greek language</i>	465
412	<i>Active, middle and passive voices</i>	467
415	<i>Aspect: present, aorist and perfect</i>	469
420	<i>Optative</i>	472
422	<i>Uses of the subjunctive</i>	473
423	<i>The uses of ἄν</i>	474
426	<i>Verbs in -ω and verbs in -μι</i>	476
428	<i>The negatives οὐ and μή</i>	477
432	<i>Morphology of the cases</i>	479
437	<i>Uses of the cases</i>	483
445	<i>Uses of the definite article</i>	487
448	<i>Vocabulary building</i>	490
D	A Total Greek-English Vocabulary of all Words to be Learnt	497
	<i>Finding the lexicon form of a verb</i>	497
	<i>Total vocabulary</i>	498
	<i>List of proper names</i>	517
E	English – Greek Vocabulary	521
F	The Grammatical Index to <i>Reading Greek</i>	529
	<i>Index of Greek words</i>	539

Cambridge University Press
978-0-521-69852-8 - The Joint Association of Classical Teachers' Greek Course: Reading Greek: Grammar
and Exercises: Second Edition
Cambridge University Press
Frontmatter
[More information](#)

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
978-0-521-69852-8 - The Joint Association of Classical Teachers' Greek Course: Reading Greek: Grammar
and Exercises: Second Edition
Cambridge University Press
Frontmatter
[More information](#)

Acknowledgements xiii

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: 'that is to say')
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'