Basic methodology and lesson planning

The first grammar and exercise section in *GE* covers the *Text* of Section 1A–G. Consequently, the first task is to read and translate the *Text* of 1A–G as quickly as possible, pausing only over passages which cause difficulties, or passages which exemplify new grammatical points.

Methodological guidelines

Two general guidelines are important: (1) In *GE* read the grammar section for 1A–G and then in the *Text* underline or otherwise mark those sentences, clauses, phrases or words which illustrate those points that the grammar and exercises of 1A–G will test. (2) Go into detail on *only* those grammatical points that will appear in the grammar section of *GE*.

Of course, if students have enquiring minds, they may want to know more about the grammar of the text they are reading. For example, the Course sets to be learnt only the nominative and accusative of nouns to start with. Genitive plurals come in Section 2, genitive singulars in Section 8 and datives in Section 9. If the students enquire about genitive and dative forms ahead of time, briefly tell them but assure them that they will cover them in full detail when the time comes. *It is certainly advisable that students learn the whole paradigm of nouns and adjectives when they first meet them*.

Lesson plans

A procedure for starting the Course might be as follows: Lesson 1 could cover *Text* 1A in class; home preparation would be to learn the learning vocabulary of 1A and prepare ahead 1B–C; Lesson 2 could cover translation of 1B and C, and push on into D: home preparation would consist of learning the vocabulary of 1B–D and preparing 1E–F. And so on. During translation, the grammar of 1A–G should be pointed out and reinforced, and when the text has been translated in this way and the vocabulary learnt, turn to the grammar section for 1A–G and go through it in detail with the students, ensuring that it is understood by asking questions or drilling with simple practice exercises. The grammar must then be learnt by heart.

As for drills, the teacher should assign whichever exercises in *GE* are judged to be necessary, supplementing these in class with brief, oral 'transformation',

'substitution' and 'expansion' exercises (see pp. 18–19). Finally, the teacher should set, or assign, the Test Exercise at the end of each grammar section for translation at sight (unseen).

This is a useful general pattern for daily lesson plans and can be used with most sections. For year-plans, see pp. 152–154.

Basic format of instruction

The methodology and general lesson plan suggested should not, of course, be rigidly followed, but (1) rapid reading of the *Text*, (2) regular vocabulary drills or quizzes, and (3) appropriate exercises in the grammar are a good format for progressing through the Course.

Year-end goals

The readings in the *Text*, unlike those of many other textbooks, are numerous, culturally and grammatically full, and sometimes lengthy. Accordingly, limitations of instructional time may force the teacher to cut back the amount of *Text* which students are to cover: the teacher can either omit pararaphs entirely or translate it in class him/herself. Because presentation of new grammar effectively ends with Section 17, this section may well end the first year. But a respectable target for a class doing one year of Greek and no more would be Section 14 (*Neaira*).

Mainly for university teachers

It may be useful to make some general remarks about the use of *RG* (which could, *mutatis mutandis*, be extended to any reading course). *RG* was written on the following principles:

(1) Understanding and memorizing grammatical rules and vocabulary are the *sine qua non* of any language course. But a reading skill requires more than that. The feeling for sentence structure, capacity to anticipate what will come next, sensitivity to word order and so on are skills that must also be learnt if quick progress is to be made towards comprehending unadapted texts. Hence the long reading passages of *RG*, which not only illustrate the new grammar but also provide practice in reading continuous texts.

(2) A student can translate a text without understanding every single detail of the text in front of him/her. For example, if the student knows that the βασιλ- root means king and ὁ defines a subject (s.) and τόν an object (s.), the fact that the βασιλ- root will appear as βασιλεύς or βασιλέα is neither here nor there as far as *meaning* goes. That does not mean the student does not have to learn the declension of βασιλεύς. That would be an absurd conclusion to draw. But it does mean he/she can meet it regularly before the declension is actually learnt. Likewise, ἀπό means 'away from'. One does not have to *know* the genitive

form to be able to translate ἀπὸ τοῦ βασιλέως with full confidence. But that does not mean you do not at some stage have to learn it. Of course you do.

In other words, a Greek text designed for translation into English can be far more linguistically complex at an early stage – and therefore far more interesting – than one designed for translating English into Greek. Consider what you need to know to teach the rules of πρίν and ἕως successfully in either case. But the fact that one can stay ahead of the strict details of the grammar when translating Greek into English does not absolve you from learning the rules of that grammar when the time comes. It does help to have met it on many occasions first, however. And if an enquiring student asks about the forms, there is no reason not to explain them, pointing out that they will be set for learning later on.

(3) Learning a language, especially an ancient one, makes no sense unless one has a sense of the civilization that produced it. To be given the word κριτής or κῆρυξ and asked to translate it as 'judge' or 'herald' *without context or comment* is to deny meaning at the most basic level, even more so with abstracts like ὕβρις or τίμη or χάρις. That is why *RG* teaches Greek through a continuous text adapted from original sources, with constant reference to explanatory cultural and historical material in *WoA*. We do no justice to the ancient Greeks or their language if we do not at least try to make the *Greek* experience and understanding of the ancient world our students' constant point of interaction with the language. Otherwise, learning ancient Greek becomes a moribund exercise, as if it were nothing but twenty-first-century English written in funny letters.

So while there is no doubt that *RG* requires the teacher to keep far more balls in the air than in most other courses, we would argue that it delivers far greater benefits, both linguistic and cultural, to our students. Even one year of *RG* will have given them a thorough grounding in the language, its structures and thought-patterns, while at the same time offering them a comprehensive view of what the ancient Greek world was all about through the language (however adapted) of those who actually thought and communicated in it.

Mainly for teachers of Years 11 and 12 (11–12th graders)

The considerations which face university and college teachers, sketched above, tend also to face school teachers, only usually more acutely. In the United Kingdom, this is especially the case if students begin Greek in Years 11–12. Such students, with perhaps three or more other 'A'-levels to cope with, will be lucky to have one hour a week in their schedule for Greek. In the United States, this is especially the case if senior high-school students are studying Greek in addition to other languages and subjects in which they will take as many as four to six different College Board Achievement examinations. Because there is no College Board in Greek, students will be likely to fit Greek into the margin of their other studies (especially of Latin, in which there is a College Board); for this

reason, Greek in American high schools is frequently taught during breakfast or lunch periods as an 'overload'. Under such conditions, secondary-level students and teachers in both the UK and the USA need all the help they can get.

One way in which *RG* can be used in Years 11–12 or senior high school (given the staff and curricular space) is in the General (Classical) Studies course for a term, semester or even a full year. The linguistic pace of the course can be slowed right down and heavy emphasis placed on culture, history and word-derivation (*WoA* comes into its own here). With a modest linguistic goal in view (e.g. Sections 4 or 5), the teacher can work wonders. The same goes for Adult (Continuing) Education classes. These classes are enormously stimulating and revivifying. Adults who feel they have missed something of great value in the past and now wish to acquire it are an object lesson in determination, application and inquisitiveness. τοιοῦτοι εἰ πάντες γένοιντο …

Practical guidelines for all

1. *Reading and writing Greek*

It is of the highest importance, especially for weaker students, that Greek is read aloud and written as much as possible during the first month of learning the language. This may seem to slow down progress, but the rewards are immense, in accurate recognition of words and forms, in speed of learning vocabulary and general confidence in handling the language. Here are some suggestions on how to encourage reading aloud and writing.

(a) Read out a sentence or clause, and ask the entire class to repeat it after you; then choose smaller groups to imitate you; then individuals. (On choosing between dynamic and melodic accents, see below, pp. 6–7.) Then ask them to read another sentence or clause alone, without your prompting, after they have first prepared it; finally, ask them to read aloud at sight. Always read aloud, or have read aloud (preferably by the student about to do the translating), the Greek that is to be translated. The *Speaking Greek* CD is invaluable for practice at home in pronunciation and accentuation (particularly in the first month, when special attention should be paid to Professor Langslow's talk, on tracks 1–8 of the CD).

(b) In the first month and periodically thereafter, students should write out in Greek, with diacritical marks, the passages they are translating, and, perhaps without diacritical marks, the exercises and their answers. These papers should be checked by the teacher for accuracy. It is astonishing what kinds of problem are revealed, and how easily they are cleared up, by this simple, though time-consuming, device.

2. *Grammar*

Teach only the grammatical points which *GE* specifies as requiring to be learnt for any section (though of course *explain* any phenomenon in which a student

is interested). Everything lying outside that listing is glossed in the running vocabulary and can be ignored until the time comes for it to be taught fully. Underline in your text all examples of the grammatical point(s) to be learnt for each section, so that you remember to emphasize it/them and treat it/them with special care during the reading.

Some teachers prefer to give students a fuller picture of the grammar than that specified by *GE* at any one time, e.g. asking students to learn all the cases at once. The Reference Grammar at the back of *GE* gives the full picture, and should be consulted if required.

3. *Definite article*

Insist that the definite article be mastered thoroughly, by heart, at the beginning. It is used generously in *RG* and gives immediately the key to case, gender and number of any noun (irrespective of type) to which it is attached. This gives much help to the student when learning noun-types.

James Neville recommends encouraging the students to construct their own morphology charts, empty 'grids' awaiting the new forms to be inserted as they are met in the readings. Modern technology makes this very easy to do.

4. *WoA*

Constant reference is made to *WoA* throughout these *Notes*.

5. *Vocabularies*

Constantly check that students are learning at every point the vocabularies set to be learnt in *GE*. The result will be a much greater confidence in translating and a considerable saving of time.

Peter V. Jones
Edward Phinney

The *Speaking Greek* CD

CD 1

Tracks 1–8	The pronunciation of Ancient Greek, by Professor David Langslow, with sample illustrative sentences from *RG* Section 1A, spoken by Dr Philomen Probert.
Tracks 9–19	Reading of Section 1A–J (involving the whole reading team)
Tracks 20–3	Reading of Section 2A–D
Tracks 24–8	Reading of Section 3A–E

CD 2

Tracks 29–32	Reading of Section 4A–D
Tracks 33–6	Reading of Section 9E–H
Tracks 37–9	Reading of Section 10A–C
Tracks 40–2	Reading of Section 14A, B, E
Tracks 43–5	Reading of Section 15A–C
Tracks 46–9	Reading of Section 16A, B, C, G
Tracks 50–1	Reading of Section 18A–B
Tracks 52–4	Reading of Section 19A, E, F
Tracks 55–7	Reading of Section 20D–F

Choosing between the accents

Before the teacher can read the Greek aloud, he or she must choose between the melodic accent, used before AD 300, and the dynamic accent, used later (and still in modern Greek). The differences between these two accents are explained by Professor Langslow in track 6 of his talk, 'Pronouncing Ancient Greek', on tracks 1–8 of the *Speaking Greek* CD which is sold with the *RG* Course. (See also the written explanation of the two accents in Chapter 6, 'Accent', of W. S. Allen's *Vox Graeca* (2nd edn, Cambridge University Press, 1974).) Teacher and students alike may hear the difference between the two accents by listening to track 8 of the CD.

By listening to these comparative readings, the listener will note that the melodic accent, though it contributes to vivid performance, is difficult for English speakers and demands considerable practice before perfected. However, if the class has time and determination to practise melodic accents, this will reinforce students' knowledge of written accent marks, since only the melodic

accent differentiates between acute (Allen's 'rising tone'), circumflex (Allen's 'rising and falling tone') and grave (Allen's 'modified tone') sounds. The dynamic accent, when properly emphasized on the syllable marked by acute or circumflex, will reinforce students' memory of the syllable on which to position an accent mark, but not of which mark to use. Despite this mnemonic disadvantage, many students prefer to practise dynamic accents since they are also used in English and therefore come more easily.

Because practice of both accents is beneficial, the teacher may want to use both with students, but at different times. Pitching ('intoning') accents is recommended in the early months of the course when students are learning both accent position and accent mark of basic words, or in later months when texts are unadapted and particularly beautiful to hear (notably Section 15A–C (from Euripides' *Alkestis*), Section 18A–E (from Plato's *Protagoras*) and Section 20A–G (from Homer's *Odyssey*)). Stressing ('breath-emphasizing') accents is recommended when students are secure with accent marks and their position, and the text is adapted prose. Using both accents together is not recommended, since, as Allen states in his recorded talk, English-speaking readers tend to stress the syllable they intone. The position of stressed, as opposed to intoned, syllables in classical Greek prose is unknown; in verse, stressed syllables are marked by poetic beat, or ictus. Thus a reader who, when reading verse aloud, stresses beat and pitched tone can distort the rhythm; for verse has stress (= ictus) separate from intoned syllable (= marked with acute or circumflex). Too many stressed syllables in orally read verse can change, say, the potential 'THUM pe ty THUMP thump' of the dactylic hexameter into an even thumpier 'THUM PE TY THUMP THUMP'.

Teachers' Notes to *Reading Greek*

Introduction

The notes in this book are designed to help teachers to use *RG* in such a way that their students may be able to read fluently and competently some of the finest works of one of the greatest literatures the world has produced.

Throughout this Course we encourage the student to learn through reading in preparation for learning through drills and memorizing. Intelligent, inquisitive reading encourages students to deduce the forms or rules for themselves and to learn to apply them by analogy, while the teacher acts as guide or mid-wife. This is an ideal, admittedly, but one that is of enormous value to any student. If they can work out the rule themselves, they are much more likely to absorb it.

Some preliminary recommendations: (1) Underline the first occurrences of examples illustrating new grammatical points in your own text and encourage students to look for the rules behind them. (2) In the early stages (a) stress that endings, not word order, determine sense; (b) watch for a tendency to look at the first few letters and guess the rest. (3) Practise reading aloud and writing, especially in the first month.

All these imperatives are a shorthand way of saying 'this is what I do or have done'. In a sense, these notes are counterproductive: the aim throughout is to allow the thoughts to arise from the text, not to stipulate what you should do. Many other and better thoughts may occur to you as you use the Course.

James Neville

Section One A

Background (all references to *WoA*)

Survival of Greek literature 8.5
Greek alphabet 8.2–3
Ships and sailing 2.4, 19
Rhapsode and festivals 3.42–5
Grain trade 1.61, 105; 1.20; political importance of 6.65–9
Trade 5.55–60; 6.60
Loans on ships and source of this story 5.59

Peiraieus 1.32, 41; 2.12, 21–5, 32
Parthenon 1.51; 2.7; history of 2.26–78; art and 8.87; temples and sanctuaries 3.37–8

It is, of course, possible for the teacher to mediate the background material to the students. But if possible, get individual students to prepare this beforehand and be responsible for reporting to the class on cue from the teacher. Two or three copies of *WoA* in the library are a minimum requirement for this.

Grammar Section 1A–G

Present indicative active -ω, -άω, -έω
Present imperative active -ω, -άω, -έω
The definite article ὁ ἡ τό (nom., acc.)
καλ-ός, -ή, -όν (ἡμέτερος) (nom., acc.)
ἄνθρωπος, ἔργον (nom., acc.)
Some prepositions (εἰς, πρός, ἀπό, ἐκ, ἐν)
μέν . . . δέ
Adverbs in -ῶς, -έως

Discussion

Make sure that the Greek alphabet and pronunciation have been revised or reviewed with many simple Greek–English and English–Greek examples on the board. Tell a well-known Greek myth, e.g. the story of Odysseus, or an incident from Greek history, writing the names of the participants on the board in Greek, and demanding their recognition.

For suggestions on pronunciation and writing, see p. 4 of these *Notes*.

Preliminary material

Use the map and the pictures on p. 3 of the *Text* and *WoA* (see references above) to supply some background material to the first episodes in the story. For example, the map is useful for talking about the grain trade: the poor quality of the soil in many parts of Greece and its unsuitability for cereal crops, the necessity for importing grain and the main grain-supply routes. The map can also be used to talk about ancient ships, sea-routes and the universal practice of sailors staying in sight of land as much as possible (the lack of the compass is worth noting, as is the notoriously unpredictable weather in the Aegean). Make sure the Greek names on the map can be written correctly in English.

The picture of the Acropolis gives the opportunity of talking about Athens and the port of Peiraieus, and how the Acropolis and the Parthenon can still be seen by the traveller arriving at the port by sea (Pausanias reported that in his day one could see the spear on the famous statue of Athene Promakhos glinting in the sun).

CD

The whole of Section 1A–J (*Text* pp. 4–21) is recorded with melodic accent on the *Speaking Greek* CD tracks 9–19.

Commentary

Section 1A: p. 4, para. 1

Read the English introduction in the *Text* p. 3, referring students to the map for place-names. If asked by students, comment on the use of the definite article with place-names on the map. (If not, wait until τὸ πλοῖον and ask what τό means, then explain that it is used with place-names also.) Ask students to read aloud the whole of Section 1A in Greek and give much help (see pp. 4, 6). Alert the students to the accidence to be met (present indicative; definite article) and use available technology to construct empty grids which all can see and duplicate as follows:

Nouns (similarly articles, adjectives)

	s.			*pl.*		
	m.	*f.*	*n.*	*m.*	*f.*	*n.*
Nom.						
Acc.						
Gen.						
Dat.						

Verbs

		παύω	ὁράω	ποιέω
Indicative	1	παύ-ω	ὁρῶ	ποιῶ
	2			
	3			
	1			
	2			
	3			
imperative	*s.*			
	pl.			

Similarly for εἰμί and οἶδα later.

These plain, simple grids are probably most effective here: they emphasize clearly what is being learnt, at this stage. Fill in the forms and endings as they occur, or at the end of the section.

Now reread, sentence by sentence, and ask the students to translate, e.g.:

p. 4 line

1* **τὸ πλοῖον:** What is the meaning? (See picture opposite.) What part of the article is τό? Does Byzantium give a gender clue to Latinists?