

**THREE MONTHS' PREPARATION FOR
READING XENOPHON; ADAPTED
TO BE USED IN CONNECTION WITH
HADLEY AND ALLEN'S, AND
GOODWIN'S GRAMMAR**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649427178

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Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

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*ADAPTED TO BE USED IN CONNECTION
WITH HADLEY AND ALLEN'S, AND
GOODWIN'S GRAMMAR.*

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NEW YORK:
D. APPLETON AND COMPANY,
1, 3, AND 5 BOND STREET.
1889.

NOTE TO TEACHERS.

It is common to spend nearly all of the first year's study of Greek upon the elements of the language in a book of lessons. So far as may be consistent with thoroughness in the rudiments, many desire to abridge that time—partly to begin the sooner in the reading which the colleges require, partly for the interest and the sense of progress, which the pupil finds greater in the pages of a classic than in the "hash" of a drill-book. What has been successfully attempted for Latin pupils in the "Six Weeks' Preparation for Reading Cæsar," is here essayed for beginners in Greek.

The first thing for them to acquire is the *inflections* of the language, rather than a vocabulary. Accordingly, while the memory is burdened with a multitude of new forms, a comparatively small number of words is here used in varied and frequent repetition. Large space is also devoted to the analysis of the verb, and to a simplified presentation of the use of the moods and tenses. The seven concluding ex-

ercises, consisting of sentences mostly taken from the "Anabasis," illustrate whatever is more difficult in the verb, as well as all the common rules of syntax.

Some parts of the exercises have been marked as optional. Other portions may be omitted at the discretion of the teacher, according to the needs of the pupil. Exercises from English into Greek have been omitted in the latter part of the book. But it will be of use to extemporize a few every day from the material of the lesson, and to continue the practice in connection with the reading of Xenophon.

After beginning Xenophon, instead of a strict reading in course, it is often better to defer the more difficult portions, such as the third and ninth chapters of the first book of the "Anabasis," until more facility has been acquired in the easier chapters of that book, and perhaps of the next.

Those who are interested in learning Greek mainly in order to read the New Testament, will find these lessons adapted to their desire for a preparation that is expeditious as well as thorough.

December, 1884.

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I. CHARACTERS AND VOCALIZATION.

[Full-faced type refers to Hadley's Grammar; common type, to Goodwin's Grammar (G.). The figures refer to sections, except when preceded by *p.*, referring to the page.]

THE ALPHABET.—Repeat the *alphabet*. Write the same, setting down in parallel columns the Greek letters, their English equivalents, and their names in English. 5, 6; 1.

VOWELS.—What are the *vowels*? the *long* vowels? the *short* vowels? the *doubtful* vowels? Which are called the *open* vowels? which the *close* vowels? The vowel *sounds*. 9, 11, 12; 2, p. xi.

DIPHTHONGS.—What are the *diphthongs*? How formed? How sounded? What are the so-called *improper* diphthongs? 13, 14; 3.

BREATHINGS.—What are the signs called *breathings* intended to show? 17; 4. How are the breathings placed on *diphthongs*? 17, a; 4, note 1. Write several vowels and diphthongs, both with the *smooth* and with the *rough* breathing, and pronounce them accordingly.

What *consonant* takes the breathing? When? 18; 4, 2.

CONSONANTS.—What *classifications of the consonants*? Write the same, and memorize thoroughly. Which consonants can *end* a Greek word? 19, 22-27, 35; 5, 6, 7.

ELISION.—What is *elision*, and how marked? 79; 12.

Notice that elision occurs in English poetry, as in the line,
"I sing th' Almighty Power of God."

SYLLABICATION.—What determines the *number of syllables* in every Greek word? Which is the *penult*? the *antepenult*? In dividing a word into syllables, how are the *consonants* to be placed? 89-91; 18, and note 1.

EXERCISE I.

Turn to any of the exercises in this book, and *name the consonants* according to their classifications, as learned above. Take several words, and *divide them into syllables* according to the rules for placing consonants in syllabication. Name different syllables as *penult*, *antepenult*, and *pure*.

QUANTITY.—When is a syllable said to be *long by nature*? *long by position*? *common*? 92-94; 19, 20.

ACCENT.—What *accents*? What *syllables* can receive them? Where is the accent of a diphthong?

placed? What diphthongs are treated in accentuation the same as short vowels? 95, 96 a, 99, 102; 21, 1, and note 2; 22, note 1.

Define the terms *oxytone*, *paroxytone*, *proparoxytone*, *perispomenon*, *properispomenon*, *barytone*. Turn to any of the exercises in this book, and point out instances of each. What is *recessive* accent? 99, 104 b; 21, 2, 3.

Commit to memory the primary rules of accent as affected by quantity and by connected discourse. 100, 101, 108; 22, 23.

What happens to the accent in *elision*? 107; 24, 3.

What *punctuation marks* are used in Greek? 121; 31.

EXERCISE II.

Read one or more of the exercises in this book for practice in pronunciation. In so doing be careful to lay the accent of the voice only on syllables marked with the acute or the circumflex.

II. VERBS.

SUMMARY.—What *voices*, *moods*, *tenses*, *numbers*, and *persons* has the verb in Greek? 298-301; 88-91.

PRINCIPAL PARTS.—A verb is described by giving its principal parts. 304 c; 92, 5.