

**A COURSE OF MODERN GREEK,
OR THE GREEK LANGUAGE OF
THE PRESENT DAY: PART I.
ELEMENTARY METHOD**

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D. ZOMPOLIDES

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OF
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PART I.
ELEMENTARY METHOD.

Quidquid proecipis, esto brevis.
(Horat. Epist. II. 3. v. 335.)



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TO
HIS INTELLIGENT LITTLE DAUGHTER
ΕΛΕΝΗ, ΙΩΑΝΝΑ, ΔΙΟΤΙΜΑ,

FOR
HER OBEDIENCE AND DILIGENCE
THESE GREEK ELEMENTS

ΕΠΙ ΧΡΗΣΤΑΙΣ ΤΑΙΣ ΕΑΠΙΣΙΝ

42 THE FATHER

DEDICATES.

92 X 92

PREFACE.

Experience in teaching and the want of suitable grammars have induced me to prepare the following work. Many English ladies and gentlemen, whom I have instructed in ancient and modern Greek were at a loss to find the proper means for acquiring modern, while every assistance for the study of ancient Greek is to be had.

This „Modern Greek Course“, the first part of which is herewith presented to Englishmen, especially to men of business, civil servants and to scholars, who may desire to know not only the ancient, but also the present condition of the Greek language, will comprise four parts, different in purpose and independent of one another. These are:

I. *Elementary Method*, containing the pronunciation and the forms of modern Greek with exercises in both languages;

II. *Anthology*, containing carefully selected pieces of Greek authors from the 11th century A. D. to the present day with exegetical notes and linguistic remarks;

III. *Orthography and Syntax*, containing a systematic arrangement of the rules of the formation and of the correct spelling of modern Greek words and of the rules of correct composition, and lastly:

IV. *Dialogues on the Platonic and Lucianic Method* or Modern Greek dialogues in all three idioms of

the present Greek language, instructive, amusing and unperceivably imparting the language.

The Greek language of the present day exhibits, as does every living language, three different idioms, in regard to perfection of expression and of writing. These idioms are, however, not so clearly distinguished from one another in other languages, as they are in modern Greek. The reason of this is to be found in the extremely rapid and uninterrupted progress of the language since the beginning of the present century and especially since the establishment of the Greek kingdom. The illiterate inhabitants (peasants) of the country and the illiterate townspeople speak and write the language of the popular songs, viz: the so-called language of the *Armatoles* and *Klephts* or, as the islanders mostly do, an idiom swarming with a great many foreign words (*lingua vulgaris*); on the other hand really classically educated people write, if they do not always speak, a language which, indeed, differs little from the style of *Isocrates* and *Xenophon*, with the exception of duals, optatives and the modern composition of sentences, thus showing a special revival (*lingua docta*); finally the majority of the Greek nation in the kingdom and abroad, that is to say the man of trade and business, of State and Church, who possesses an average education, speaks and writes a language, between the high and low idiom, that is the common language (*lingua communis*). This last language or idiom is the most extensive intellectual organ of the Greek nation, and is especially aimed at in this Course. The differences or divergencies in these three idioms have been duly considered in representing the examples and forming the exercises, especially the peculiarities of the *lingua vulgaris*.

Since the middle of the present century, there have been published in Germany and in France a few works dealing with the same subject, and about four or five in England, the last of which appeared 1879 (1881). I have followed a new and independent way in selecting, dividing and arranging my materials, and I have tried to

represent them as completely, clearly and precisely as did those works, which I have taken as a basis and as guides; that is I have arranged the whole material according to the two ancient Greek Grammars of C. Wordsworth, those of G. Curtius, and the work of R. Kühner, and according to these I have tried to represent every form of the modern Greek language always in comparison with the ancient Greek.

I have called the first part of this Course an elementary Method, because it contains as much of the formal and material parts of the language as is necessary for the introduction to and first acquaintance with the language. A Method is for a language what an Encyclopaedia (in the German meaning of the word) is for a science. In a German University the student before entering upon the study of any science has to hear lectures on the so-called Encyclopaedia of that science, viz: an introduction and first acquaintance with the science in all its branches; thus there is an Encyclopaedia of Theology (e. g. by K. Hagenbach etc.), of Jurisprudence (e. g. by F. Walter, Warnkönig etc.), of Philology (e. g. by A. Boeckh etc.). In the same way the Methods of languages intend to make the student of a language acquainted with its first formal (grammatical) and material (lexicological) knowledge, in order to introduce him easily and pleasantly to the desired language instead of fatiguing him at first with dry and abstract rules of Grammar without any practical adaptation and annoying him with troublesome searching for words in the Dictionary. After the work of the method has been finished, the student can proceed with more confidence to Grammar and Dictionary.

In regard to the order of the parts of speech I have preferred to let the verb precede the nouns, and again the pronouns the nouns, adjectives, numerals and participles, because I have found by experience that the essential requirement for learning modern Greek is first of all the imparting of the forms of the verbs; the remaining forms of the different parts of speech are then learnt

easier and quicker. I found besides that the best method for the study of any of the classical grammars and so also of modern Greek is not to follow mechanically each form in turns, but to make different leaps, to let for instance the pupil first learn the auxiliary verb *εἶμαι* and the pronouns; secondly the first Conjugation and the first Declension, then the second Conjugation and the second Declension and so on. I have made it possible for classical students to acquire the modern language in about nine weeks, on the condition that they work at least two hours a day, one with the teacher and one alone; this is only possible by gradual and exact comparison of the forms of the classical grammar with those of the modern Greek grammar.

It has lastly to be mentioned that the materials of this book have purposely been arranged to meet firstly the wishes of Englishmen and secondly those of advanced Greek pupils, who wish to perfect their knowledge of the English language through the medium of the Greek. The first purpose has naturally been fully considered, but the latter also as far as the size of this book would permit. A so-called key, which I do not find of much practical use, can, if demanded, be prepared.

Scriebam Londini,
calendas Julias anni
salvatorii MDCCLXXXVI.

D. Z.

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