TO ATTIKON: Assignment for Monday, Week 17


2. Translate orally the first two paragraphs of the reading 20 on pp. 56-57, which is confusingly called (γ).

3. Exercise 20β on p. 60. Look up the meaning of the three not-yet-learned verbs in the directive and then translate (to hand in) the even-numbered entries.

4. "War Clouds" pp. 60-61 - Read, mark, and inwardly digest this archetypal page.

Here's an inspirational excerpt from Nietzsche's "Birth of Tragedy" which ΤΗΛΕΜΑΧΟΣ, aka Chris Elsner, Greekling in 02/03, recognized as "wholly appropriate to our relentless pursuit of the Greek language," and therefore kindly brought it to the attention of your instructor (after same instructor had read the book repeatedly without ever noticing it!)

And so one feels ashamed and afraid in the presence of the Greeks, unless one prizes truth above all things and dares acknowledge even this truth: that the Greeks, as charioteers, hold in their hands the reins of our own and every other culture but that almost always chariot and horses are of inferior quality and not up to the glory of their leaders, who consider it sport to run such a team into an abyss which they themselves clear with the leap of Achilles.
TO ATTIKON: Assignment for Tuesday, Week 17

1. Are you ready for one more -μ verb?! (Frankly, I think the editors are dragging this out too long, but let’s do it anyway.) So make your own chart of the forms of ΙΗΜΙ, using the ones you have by now made for ΔΙΔΩΜΙ, ΤΙΘΗΜΙ, ΙΣΤΗΜΙ, ΔΕΙΚΝΥΜΙ as your model. Yes, there might be a mini-quiz on this.
2. Review the grammar handouts 51-54 and Smyth §§ 412-27 pp. 134-44
3. Review/complete reading last paragraph of the reading 20(γ) on pp. 57 and first paragraph of reading 20(δ) on p. 62.
4. Translate (to hand in) the odd-numbered entries of exercise 20ε on p. 66.

"Sheer plod makes plow down sillion shine."

(G. M. Hopkins, "The Windhover")

TO ATTIKON: Assignment for Wednesday, Week 17

1. Learn vocabulary p. 72.
2. Read grammar #3 on pp. 67-68.
4. Write (to hand in) on p. 68 exercise 20η #5-9, the rest orally.
5. Bring to class (to hand in) an English sentence containing a subjunctive verb form. Make sure you keep a copy for classroom use.

From a German children's book Prof. Hahnemann remembers a very lonely character who belonged to the rare species of "Scheinries" ("seems-to-be-a giant"). Whereas most people and things seem smaller as you go further away from them, Scheinriesen seem to grow larger. As a result, human beings tend to avoid their company. Greeklings, however, do not count among the faint of heart and must not shy away from a friendly verb form, only because it looks large from a distance. Upon closer inspection you will find that the subjunctive barely reaches up to the muscular shoulders of the aorist. In fact, it will easily fit into your backpack, so...

BRING AN ENGLISH SUBJUNCTIVE TO CLASS!
TO ATTIKON: Assignment for Thursday, Week 17

1. Read Grammar #1 on p. 75, then #3 on pp. 78-79 (which presents the same information, but in a much more systematic fashion).

2. Review the active and middle/passive indicative forms of ΛΥΩ, ΦΙΛΕΩ, ΤΙΜΑΩ, ΔΗΛΟΩ on pp. 75-76, and then learn the subjunctive forms by contrast. Note that the translation for an indicative and a subjunctive form out of context is THE SAME!!!

3. Peruse the charts in Smyth §§ 383-402 pp. 114-29 to consolidate the information in #2 above. Feel free to make your own charts.

4. Write (to hand in) Exercise 21γ on p. 79.

5. Read "Athenian Democracy" pp. 80-81.

TO ATTIKON: Assignment for Friday, Week 17

Review reading 21(α) ll.1-25 on p. 73 and, yes, there will be a quiz on Monday articulated as follows:

1. Review passage to translate with questions to answer from one of the most recent readings studied this past week.
2. The questions on the passage include some analysis of verbal forms and their syntactical functions (i.e. types of subordinate clauses).
3. Mini-quizzical section on conjugating the present subjunctive in the active and m/p
4. Sight passage from a formidable writer of Attic prose.
5. Motto from poet Corinna

NB: To prepare for the sight passage, it is useful to be familiar with the material contained in the readings in English featured in Athenaze at the end of each unit. Also, it helps doing the Greek readings in between.