TO ATTIKON: Assignment for Tuesday, Week 1

NB: The 3-ring loose-leaf binder is required for keeping handouts like this and your written work in the requisite order. Use dividers for the following sections:

1. **Syllabus and Weekly assignments**
2. **Grammar (phonology, morphology, syntax, and related notes)**
3. **Vocabulary**
4. **Homework, both originals and corrected versions**
5. **Tests: Mini-quizzes and Quizzes**
6. **Inspirational material** (some of which appears on the assignment)

1. If you like manuals, read the "Introduction" pp. ix-xi, if you prefer surprises, don’t.
2. Learn to say and write the alphabet (p. xii) fluently from memory, especially the second half. Learn both capitals and lowercase letters. Note carefully these changes to the text:
   a) Pronounce epsilon like the e in "Pepsi".
   b) Pronounce omicron like the o in "pot".
2a. Learn to recite the alphabet in reverse order, starting from any letter.
3. Practice the diphthongs and digraphs (picky distinction!) on pp. xiii-xiv. Note this change: Pronounce omikron-ypsilon like the “oe” in "toe", distinguishing it clearly from omega which should sound like "awe".
4. Read through the detailed information on pp. xiv-xv. (But ignore the "Transliteration" section!) Don’t let them scare you with these linguistic details, especially if you like learning by doing. Nevertheless, be sure not to let any doubt compost into a sense of insecurity: mark up the paragraph and ASK ME IN CLASS.
5. Practice pronouncing the words on p. xviii and the paragraph on p. xix.
6. Write out (to hand in) the names of the Twelve Olympians in Greek on p. xix, and practice spelling them aloud. (In case your elementary school teacher shirked her duties in this regard, snatch this opportunity to improve your calligraphy with the help of the nice charts on pp. xvii-xviii. I repeat, you do not learn with the brain alone but also with the eye, the ear, and the motion of the hand!)
7. Learn the vocabulary on p. 2. Be sure to include the accents, breathing marks, and macrons --- and the articles with the nouns.
8. Do you still remember how to say "In the beginning was the Word"?

For the power and spirit of a CAT is in the Greek. [...] 
For the pleasantry of a cat at pranks is in the language ten thousand times over. [...] 
For the Greek is thrown from heaven and falls upon its feet.

Christopher Smart, 1722-1771; from Jubilate Agno, frg. 4 (selections) 
[Source: http://www.pseudopodium.org/repress/jubilate/agno-b3.html]
TO ATTIKON: Assignment for Wednesday, Week 1

1. Review the reading-aloud of the paragraph in lesson 1 (α) on p. 3 and translate it orally.

2. Note "Word Study" on p. 3; then go on to read "Grammar" (= glamour) on pp. 4-5. Mark everything about which you have a question.

3. Write out (to hand in) Exercise 1a on p. 6. Envision a cartoon of the action described in each sentence to understand the cases of each noun (nominative for subject, accusative for direct object).

4. Learn the vocabulary on p. 8.

**Determination**

There is no chance, no destiny, no fate
Can circumvent or hinder or control
The firm resolve of a determined soul.
Gifts count for nothing; will alone is great.

All things give way before it, soon or late.
What obstacle can stay the mighty force
Of the sea-seeking river in its course,
Or cause the ascending orb of day to wait?

Each well-born soul must win what it deserves.
Let the fool prate of luck. The fortunate is he
Whose earnest purpose never swerves,

Whose slightest action or inaction serves,
The one great aim. Why even Death stands still,
And waits an hour sometimes for such a will.

Ella Wheeler Wilcox, 1850-1919
[Source: http://www.ellawheelerwilcox.org/]
TO ATTIKON: Assignment for Thursday, Week 1


2. Complete/review the reading-aloud and translation of the paragraph 1(β) on p. 8.

3. Learn the vocabulary p. 10.

Note: The safest way to imprint vocabulary on your memory is to learn it "en bloc", i.e. to memorize it like a poem. If you can bring yourself to submit to this ordeal regularly, your brain will learn to absorb this (as well as other kinds of) information with less effort. Try to link this task to a certain time and place. (After some practice, my bus-ride to school in Naples proved an excellent setting. Sticking the book on the mirror while shaving, or doing some other morning ritual, also provides a suitably meditative scenario.) Whatever you do, in addition to the initial learning of the words you will still need to review them regularly. Be sure to take this (splendid!) opportunity to learn how YOU learn best: try memorizing with your eyes (by staring at the page), with your ears (by reading aloud or speaking on tape), and with your hands (by tracing the letters with a pen on paper). Depending on what you find out, some study-aids (such as flashcards, tapes, etc.) will help you more than others. In my experience, the most universally valuable study-aid is a pal who will have no mercy when quizzing you.

4. Start your set of flashcards, or tapes, or a separate section of the notepad, by entering the vocabulary from p. 2, 8, and 10. This counts as your written assignment for today. (No folder is too large to accommodate GREK 101: one section for vocabulary, one for notes on grammar, one for assignment sheets, one for homework, one for quizzes, one for inspirational material.)

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... Marvelous things happen to one in Greece - marvelous good things which can happen to one nowhere else on earth. Somehow, almost as if He were nodding, Greece still remains under the protection of the Creator. Men may go about their puny, ineffectual bedevilment, even in Greece, but God’s magic is still at work and, no matter what the race of man may do or try to do, Greece is still a sacred precinct - and my belief is it will remain so until the end of time.

(Henry Miller, The Colossus of Maroussi)
TO ATTIKON: Assignment for Friday, Week 1

2. Learn the vocabulary p. 18.
3. Read Grammar #1 on pp. 13-14. Memorize the forms of the three verbs, “to loosen”, “to love”, “to be”, given on p 11. (Learn both non-contracted and contracted forms of ΦΙΛΕΩ.)
4. There will be a mini-quiz on the vocabulary on p. 12 and the verb forms on p. 13-14.
5. Make sure you know our motto for the first week
6. Make sure you know how to sign your work in Greek.

Attic red-figure kylix by the Douris Painter, showing scenes from a school in ancient Athens. 485-480 B.C. A teacher (top centre), seated on a stool, is unwinding a scroll in front of his pupil, whose paidagogos is sitting behind him. A second, bearded teacher (left) is teaching his pupil to play the lyre.
A grammar-master (bottom centre) is correcting what the pupil has written. The scene is being watched by the paidagogos (right): a teacher of piping (left) is teaching the pupil to pipe, by himself playing on the double-pipe.
Berlin, Antikenmuseum, Staatliche Museen Preußischer Kulturbesitz F 2285.
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(Source: http://www1.fhw.gr/chronos/05/en/culture/3000education.html)