
van Emde Boas, E.; Rijksbaron, A.; Huitink, L.; de Bakker, M.

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by Evert van Emde Boas, Albert Rijksbaron, Luuk Huitink, and Mathieu de Bakker

We are grateful to the editor of JCT for offering us the opportunity of outlining our views on the need for a new Greek reference grammar, to discuss our methodological principles, and to offer some thoughts on how the book may be useful as a teaching resource.

Why and for whom?

As we detail in our preface, the book’s syntax chapters began (although in very different form) as teaching materials aimed at first-year undergraduates in Oxford. For the final product, our target audience remains, in the first instance, undergraduate students, but we had school teachers very much in mind as well in working up the book towards publication. We see the grammar as a resource that can offer teachers (and the more adventurous among their pupils) the chance to refresh and deepen their knowledge of grammatical topics, and to engage with a treatment of such topics that reflects current thinking on the language.

Why there was, in our view, a need for a new work of this kind is perhaps best discussed with reference to the ‘competition’ (none of which, it should be clear, we recommend consigning to the dustbin). The most obvious counterparts to antiquity: these have each in different ways spurred on significant thinking about grammar, and much of this is reflected — although usually implicitly — in our approach.

With respect to grammars for school use, another category to consider is that of smaller-scale texts such as Abbott and Mansfield’s Primer of Greek Grammar and the late James Morwood’s Oxford Grammar of Classical Greek. These works are obviously not in direct competition with ours, and at any rate do not fully reflect the progress made in Greek linguistics either. We would argue, moreover, that school teachers — and indeed their pupils — are often better served by something that offers more in-depth explanation of why forms look the way they do, what the differences in meaning between certain constructions are, and so forth.

Phonology and morphology

In drafting the chapters on phonology and morphology we had two overarching principles in mind. The first was to help students with (and train them in) the analysis of forms. Take the conjugation of μι verbs...
The thematic and a thematic presents

1.2.1 Forms built on the present stem follow either a thematic or an a thematic conjugation.

- The thematic conjugation, comprising all verbs in -ωω is much more common. With these verbs, a thematic vowel (ιο/ιο) stands between the present stem and the endings e.g. 1 pl. act. ind. τοπωνος-σι-ευμ. 2 pl. τοπωνος-σι-ευμ.

- The a thematic conjugation comprises all verbs ending in -μω. The endings follow immediately on the present stem (apart from some exceptions detailed below) e.g. 1 pl. act. ind. κινη-φυ-νομ, 2 pl. κινη-φυ-νομ.

1.2.2 Apart from the thematic vowel, there are two important points of distinction between thematic and a thematic presents:

- Endings: the endings of thematic and a thematic presents differ:
  - in the present indicative singular thematic (including thematic vowels) -ωω -ευμ. -ωτι, a thematic -ωτι, -ευμ.
  - in the present third person plural: thematic (including thematic vowel) -ος-ος (e.g. -ος-ος), -ωος, a thematic -ος; in the imperfect third person plural: thematic -ω, a thematic -ος;
  - and in the active infinitive thematic (including thematic vowel) -ευμ (= -εω < -εω, -ωος, -ωος, -ωος), a thematic -ευμ.

Contrast e.g. 2 sg. pres. act. ind. ο’νομαλος (thematic) with διαφορος (athematic); pres. act. ind. ποδοπας (thematic) with διαφορος (athematic).

- Variation of vowel length in the stem: thematic presents use a stem with a long vowel in the singular of the present active indicative, the singular of the imperfect active, and in the subjunctive, but with a short stem vowel elsewhere.

Contrast e.g. 1 pl. sg. pl. act. ind. μακελεος (the thematic) with διαφορος (athematic). For details, see 12.37-8.

CCGG §§12.1-2 (p. 128)

Rather than simply providing the forms, we first give (in smaller type) the different forms of the verb stem (e.g. πενθοτοντο-βοτοντο-οτοντο) that are used in different principal parts, and then, in a column with ‘Further Particulars’ (also in smaller type), sufficient information to allow comprehension of why the principal parts look the way they do. It becomes clear this way that (e.g.) πάγοιον and πειδοματι have ‘the same’ future πειδοματι. The point here is not that students no longer have to commit these specific principal parts to memory (they still do), but rather that learning them may become easier, and that if they see the relevant patterns at work often enough (e.g. the -οικ- suffix in the present stem; ο- ablaut in stem perfect πενθοτοντο-α and πειδοματι; -ο- in the thematic aorist; -ε- in the thematic infinitive; -ε- in the thematic aorist) and, accordingly, that there are comprehensible reasons why πάγοιον and πειδοματι have ‘the same’ future πειδοματι. The point here is not that students no longer have to commit these specific principal parts to memory (they still do), but rather that learning them may become easier, and that if they see the relevant patterns at work often enough (e.g. the -οικ- suffix in the present stem; ο- ablaut in stem perfect πενθοτοντο-α and πειδοματι; -ο- in the thematic aorist; -ε- in the thematic infinitive; -ε- in the thematic aorist).

We have sought to present such explanatory material in a clear way: throughout the morphology chapters forms and paradigms are presented first in tables, and then explained in greater detail. We recognise that there is sometimes a need only for the paradigms, without the additional material, and for this reason we have made available complete overviews of forms (with references to the relevant sections of CCGG) on the book’s webpage at the CUP website.

The part of the book on phonology and morphology concludes with three chapters — on word formation (23), accentuation (24), and dialects (25) — that further our overall aim of increasing students’ insight into the inner workings of the language. The intended effect could be described as ‘force multiplication’: a little effort expended to learn some of the principles of derivation (the formation of words by suffixes) and composition (the formation of compound nouns and verbs) will exponentially improve students’ knowledge and retention of vocabulary. Similarly, with respect to accentuation, as
have liberally added clarifying notes with individual examples. More nuanced considerations and exceptions are presented in notes and sometimes in separate sections (often in small type).

Writing the chapters on syntax posed many methodological challenges. Here in particular decisions had to be made about how recent advances in the semantics and pragmatics of classical Greek generated by functional and discourse-analytical linguistic frameworks could be incorporated without compromising the book’s readability. One question we pondered was whether we should follow the older grammars’ focus on morphological and lexical divisions, which results in chapters on e.g. ‘prepositions’, ‘the participle’, ‘result clauses’ (ώστε + infinitive/indicative), ‘purpose clauses’ (ήτω/ήπας + subjunctive/optative), ‘causal clauses’ (introduced by διότι/διτι), etc. The alternative would be to devise chapters around broadly semantic categories, outlining, for instance, the different ways in which ‘purpose’ or ‘causality’ may be articulated in Greek. In the end, we decided that it was best to follow time-honoured habits and offer teachers and students something they could recognise. Readers will therefore find a familiar division into chapters on agreement, nominal forms (the article and the pronoun, cases and prepositions, comparison), the verb (tense and aspect, mood, voice), the standard categories of subordinate clauses, and the infinitive and participle.

Nevertheless, we did not abandon a more integrated approach altogether. Thus the chapters on the various subordinate clauses each contain a section outlining (with ample cross-references) other ways of expressing similar meanings. The first section in the chapter on causal clauses provides a good example of how CGCG goes about doing this:

48.1 To communicate for what reason, motive or cause the action expressed by a verb takes place, the following expressions are regularly used in Greek:
- modifiers in the dative (→30.45), or, with verbs of emotion, in the genitive (→30.30);
- preposition phrases, especially with ἐν and ἔνεκα (→31);
- circumstantial participles, especially when modified by ὑπὸ or ὑπὲρ (→52.38–9);
- certain types of relative clauses (→50.23);
- causal clauses. introduced by ἵνα or ἵλοι, or by one of the conjunctions used in temporal clauses (εἰς τινά, etc.); these are treated below.

CGCG §48.1, p. 546

It is hoped that students are encouraged to compare these alternative expressions, which may enhance both their understanding of the subtle nuances of Greek and their appreciation of stylistic differences between various texts and authors.

We also sought to achieve other types of integration. Just as the part on morphology contains chapters dedicated to explaining the ‘building blocks’ of nominal and verbal forms, so the part on syntax includes introductory chapters on the elements of simple sentences (26), complex sentences (39), and finite subordinate clauses (40). These chapters set out the main principles of Greek syntax, highlighting how the various constructions hang together. Many grammars explain constructions like the use of the optative in secondary sequence or the use of ἄν + subjunctive in ‘indefinite’ constructions every time they crop up in different types of subordinate clauses. By contrast, CGCG makes clear that the use of these constructions is governed by a number of basic principles that hold across the board. In this way, the number of ‘rules’ which students have to learn dwindles considerably. Furthermore, at the end of the syntax a number of overviews reveal at a glance how the various constructions, moods, and the particle ἄν are used.

In a small number of cases, finally, we felt that a more radical break with tradition was required. A good example concerns the terminology used to describe voice distinctions (chapter 35). It is well known that the standard morphological distinction between ‘active’ (ἐπιτελεῖν), ‘middle’ (ἐπιτελεσθῆναι), and ‘passive’ forms (ἐπιτελεθῆναι) cannot be transferred to the syntactic and semantic planes without baffling students. How, after all, does one explain that frequently occurring forms like εὐλογήσομαι ‘I wanted’ or ἔστησιν ‘I
enjoyed’ are ‘passive’? In this case, then, there were pressing reasons to take a ‘top-down’ approach and to identify a number of distinct middle-passive ‘meanings’ and then describe the forms they tend to attract. For instance, as Rutger Allan has shown in *The Middle Voice in Ancient Greek* (2003), so-called ‘change-of-state’ verbs, which signify a change of the subject’s physical state or position, tend to show up ηι/ητη - morphology (e.g. παρέεγευσα ‘travel’, ‘go’, aorist ἐπορεύθην), while so-called ‘reciprocal verbs’ tend to show up aorist forms in -σάμην (e.g. μάχομαι ‘fight (each other)’, aorist ἐμφασισάμην).

**Text grammar**

The third and final part of *CGCG* treats ‘Textual Coherence’ and is in some ways the most innovative. Some older grammars, including that of Smyth, contain sections on ‘style’ or ‘rhetorical figures’, but the connotations of subjectivity and optional embellishment attached to those terms obscure the fact that, owing to concerted research efforts in recent decades, we now know much more about the structure of Greek (and of language in general) beyond the level of the clause and sentence. The chapters in the third part aim to convey some of this change in the weather (so to speak) in Greek linguistics. It homes in on general aspects of textual coherence (58), particles (59), and word order (60); the latter is a particularly vibrant field, where much remains to be done, and we hope we have presented the guiding principles of Greek word order as we see them, not so-called ‘reciprocal verbs’ tend to show up aorist forms in -σάμην (e.g. μάχομαι ‘fight (each other)’, aorist ἐμφασισάμην).

Some may wonder whether such explicit analyses are truly necessary; on the view that students, when told that ἄλλα means “but” and more generally that they should use their ‘intuition’, should be sufficiently equipped to face most cases they come across in their reading (including our three examples). Yet such an approach in our view is more likely in the long run to make students ‘give up’ on particles altogether. It is only by digging into the deeper (sometimes fairly abstract) textual relationships that particles can express, that comprehending (and translating) more difficult particles such as κατα, μεντοι, τοινυν, διη, etc. — not to mention ἄλλα when it does not mean ‘but’ — becomes feasible.

Underlying this treatment, then, and indeed most other aspects of *CGCG*, is a consistent concern with explanation (instead of a ‘bare’ presentation aimed at rote memorisation): the book seeks to acquaint students with a more abstract way of looking at the language without losing sight of the actual linguistic phenomena encountered in our texts.

This should greatly facilitate and enhance comprehension and make Greek texts seem like organic, meaningful wholes rather than impenetrable ‘puzzles’.

**A school grammar?**

Finally it may be useful to return briefly to the question of how suitable the book is for use in schools. We readily acknowledge that a full-scale reference work, weighing in at 811 pages, may not be the first one would think of to present to school pupils. We are nevertheless happy in the conviction that confronting pupils, especially those further advanced in their study of the language, with chapters or sections from *CGCG* will repay the effort. Teachers, of course, are very different target audience, and here there would seem to be a much more natural fit. We very much hope that teachers will find our work helpful as they give shape to their own explanations of the intricacies of Greek grammar.
Three aspects of CGCG’s design deserve brief further attention with respect to its utility in schools. One, already mentioned briefly above, is the use of smaller type for less central or frequent features of the language, and for notes with further clarification, exceptions, etc. This visual partition can serve as a guide for teachers and students, who may more readily wish to skip the small-type sections.

Secondly, we thought long and hard about how to make it easier for students to wade through what we describe in our preface as the ‘terminological morass’ of Greek grammar (p. xl). Wherever confusion about terms is possible, we ensure that alternatives to our own usages are given. For instance, we speak of ‘result’ and ‘purpose’ clauses, but note that many textbooks use the terms ‘consecutive’ and ‘final’ clauses. Verbal terminology was, of course, an area of particular concern (as was that of conditional clauses), and we often set out the reasons why a certain term is preferable over another one with which students may be familiar.

A formatting issue of a very different kind, finally, but one also relevant to school teaching, is the order in which cases are presented in tables in the morphology chapters. We have preferred the option nominative-genitive-dative-accusative (over nominative-accusative, which we recognise is the standard in British schools and coursebooks). The reasons for this choice partly have to do with our target markets, but also include didactic ones: especially in the third declension, genitive forms are more likely to provide useful morphological information. This order matches, moreover, what pupils will find in dictionaries and vocabulary lists. For those with a strong attachment to the nominative-accusative ordering, we have made a variant of the overview of forms mentioned above, but using the order nominative-accusative, available on the book’s website. Incidentally, the same ‘Resources’ page contains a (regularly updated) list of corrections and additions to the book — we very much welcome and appreciate suggestions for more of those (and other suggestions, criticisms, thoughts) from teachers, and indeed from students!

Evert van Emde Boas (evert.vanemdeboas@classics.ox.ac.uk) is Leventis Research Fellow in Ancient Greek at Merton College, Oxford.
Albert Rijksbaron (a.rijksbaron@uva.nl) is Emeritus Professor of Ancient Greek Linguistics at the University of Amsterdam.
Luuk Huitink (l.huitink@hum.leidenuniv.nl) is postdoctoral researcher at the University of Leiden.

Mathieu de Bakker (m.p.debakker@uva.nl) is University Lecturer in Ancient Greek Language and Literature at the University of Amsterdam.

References

The ‘Resources’ page for the book can be found at https://www.cambridge.org/core/academic/subjects/classical-studies/classical-languages/cambridge-grammar-classical-greek?format=HB#resources