

**A FIRST GREEK WRITER,
WITH EXERCISES AND
VOCABULARIES**

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A. SIDGWICK, M.A.

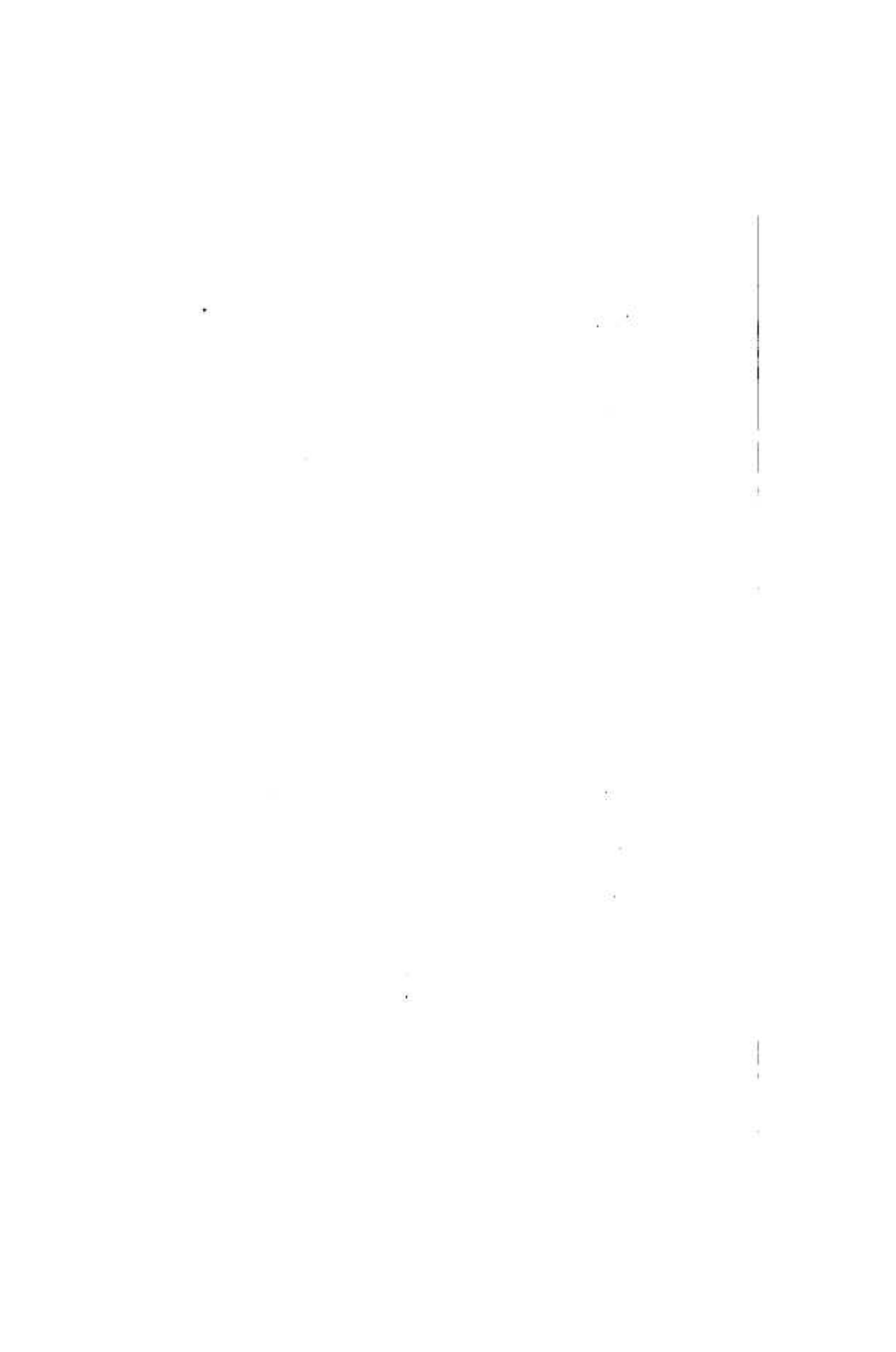
TUTOR OF CORPUS CHRISTI COLLEGE, OXFORD; LATE ASSISTANT MASTER AT
EUGBY SCHOOL, AND FELLOW OF TRINITY COLLEGE, CAMBRIDGE



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P R E F A C E.

THE object of this little book is to help those who are beginning Greek to learn from the first to write the language as well as read it. There is among many teachers a strong belief (which I am inclined to share) that Greek is mastered much more effectively if a little writing be combined with the reading, even from the earliest stages. The great inferiority of the knowledge of Greek acquired at schools, as compared with Latin, is partly, no doubt, due to the language being harder and begun later, but partly also to the fact that Latin writing is cultivated from the first, while Greek writing is so commonly neglected.

The difficulties of Greek composition fall naturally into three heads,—difficulties of Accidence, of Syntax, and of Idiom. Speaking broadly, this book is meant to deal chiefly with the first, and so may serve as a first stage (for those who mean to pursue the study) to my *Introduction to Greek Prose Composition*,¹ which deals with the other two sets of difficulties included under the head of Syntax and Idiom.

¹ *An Introduction to Greek Prose Composition*, by A. Sidgwick (Rivingtons).

In reality, of course, it is neither possible nor desirable that this distinction should be rigidly maintained, as there are questions both of Syntax and Idiom which will occur in the most elementary composition. Thus, if we take the sentence, 'I used that horse which I had bought,' while it would be difficult to find a more simple one, still it undoubtedly involves two points of *Syntax*—that *χρῶμαι*, 'I use,' requires the Dative case, and that *ἐκεῖνος*, 'that,' requires the Article,—and two points of *Idiom*—that the Relative is attracted (not *ἔν*, but *ᾧ*) to the case of the antecedent, and that the Greeks would probably say, not 'had bought,' but 'bought,' so that the whole sentence would be *ἐχρησάμην ἐκείνῳ τῷ ἵππῳ, ᾧ ἐπριάμην*. Points such as these, which one may call the *elements* of Syntax and Idiom, will be found treated here with tolerable completeness. Thus the student will learn the use of the Tenses, the use of the Cases, the use of Participles, the use of the Genitive Absolute, all of which belong to the simple sentence, and are really quite easily grasped at an early stage. And I have introduced also from time to time the easier and commoner forms of even the Compound Sentence; the Accusative and Infinitive (familiar from Latin), the use of *πρὶν* and *δοτε* with the Infinitive, the easy rules about *ἵνα*, and the two simplest cases of *ἄν*. In this way I have endeavoured to lead the student to the point at which he may take to more advanced books of Greek prose composition, or, if the teacher prefers, may do pieces selected from English narratives.

I have further endeavoured to make the book progressive from the beginning. The first few Exercises require no knowledge, except of the **A** Declension. After that we advance to the other Declensions, then to the easier Tenses of the Verbs, then the harder Tenses, etc. The same progressive character I have kept, or tried to keep, in introducing the usages; thus the Participial usages begin in Exercise 35, the Genitive Absolute in 50, Construction of 'Knowing' Verbs in 73, 'Final' Clauses in 79, and so on.

The same plan has been adhered to which was adopted in my *Greek Prose Composition*, of giving all the Exercises in a narrative form. This plan, which is intended to diminish the dulness of doing English into Greek, is even more desirable at the early stages of composition than at the later, inasmuch as the boys are younger, and the Accidence must in any case be great drudgery. It is not at all necessary that anything of value should be sacrificed in adopting this plan, if proper care be taken. The main difficulty, of course, was in the first Exercises, where only a few Substantives and Adjectives are supposed to be known; but this was got over by writing out the three tenses of the verb 'to be,' and, whenever any other verbs were used, giving the part required. Thus from the first the Exercises are more or less connected wholes, and the plan of familiarising the learner with certain common forms of the Verb before he comes to learn them, seemed not only unobjectionable but advantageous.

I have given all the *new* words used in each Exercise in a Vocabulary at the head of it, and *all* the words of all the Exercises in the collected Vocabulary at the end. Thus, if the learner remembers the words he had already had, he will want no help but his Accidence and the page before him; if he forgets them, he will simply have to turn to the Vocabulary at the end. In the Vocabularies I have given the stems of the Substantives, and the Genders where doubtful, and, after the Exercises, a list of the Irregular Verbs used in them.

I will only add that I shall be most grateful if those who use the book will kindly point out any errors or omissions which they may detect.

OXFORD, 1st July 1880.