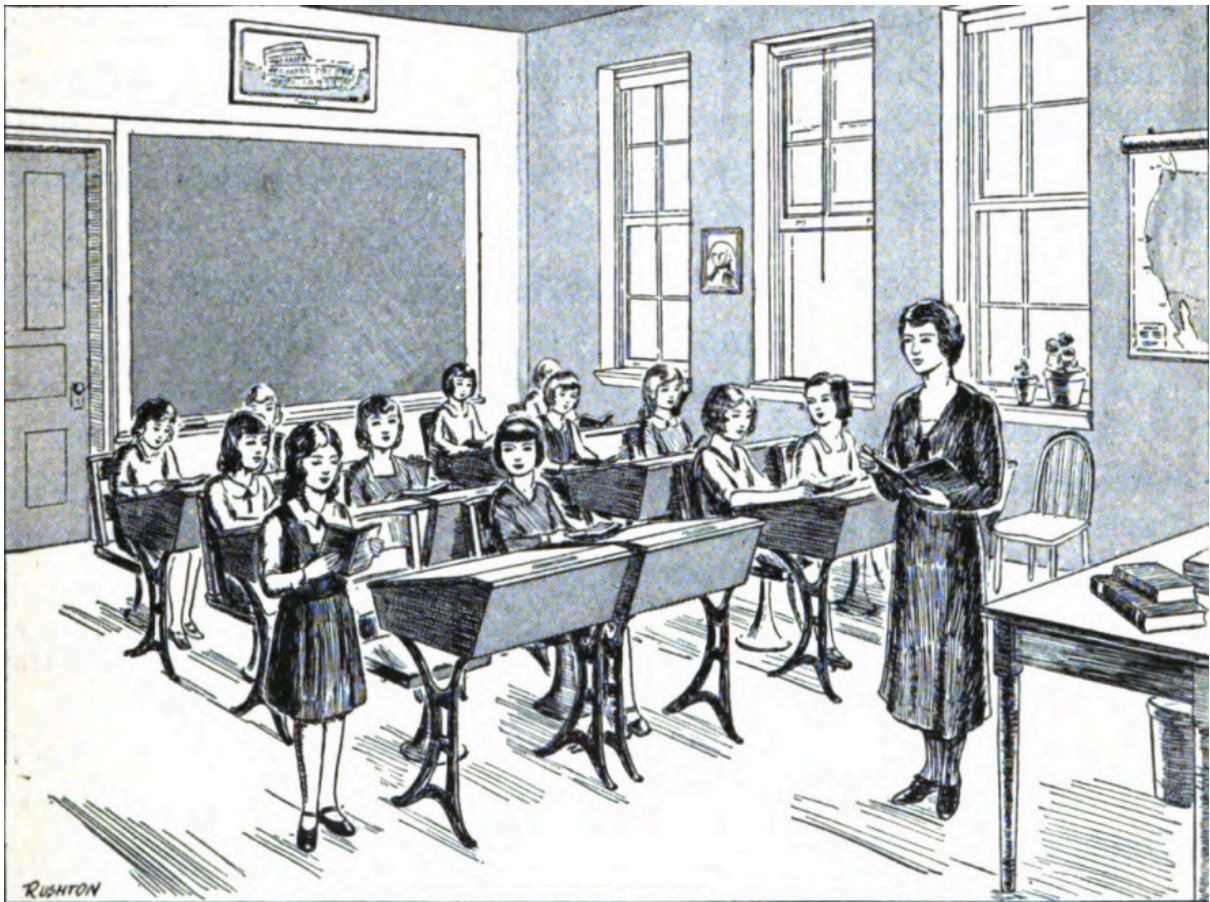


[The following is a sample of a Greekified version of “The Road to Latin” by [Helen Maria Chestnutt, published in 1932](#). I hope to do more chapters and re-do some of the grammar notes to more appropriately reflect the Greek. Translation and notes here by Seumas Macdonald]

## Η ΕΙΣ ΤΗΝ ΕΛΛΗΝΙΚΗΝ ΓΛΩΤΤΑΝ ΟΔΟΣ



### 8. σχολή Ἀμερικᾶνή Α'

σχολή Ἀμερικᾶνή ἐστὶν ἡ σχολή. μεγάλη ἐστὶν ἡ σχολή.  
κεκλεισμένη ἐστὶν ἡ θύρᾱ. ἡ δὲ θυρὶς οὐκ ἔστιν κεκλεισμένη. ἡ  
γὰρ θυρὶς ἀνεωγμένη. ἡ δὲ τράπεζᾱ ἐστὶ μεγάλη. ἡ δὲ καθέδρᾱ  
οὐκ ἔστιν μεγάλη. ἡ γὰρ καθέδρᾱ μικρᾱ ἐστὶν.

Ἀμερικᾶνή ἐστὶν ἡ γυνή. καὶ διδάσκαλος ἐστὶν ἡ γυνή. ἡ οὖν  
διδάσκαλος ἔστηκε. ἡ δὲ κόρη ἐστὶν Ἀμερικᾶνή. καὶ ἡ κόρη

ἔστηκε. Ἰουλίᾱ ἐστὶν ἡ κόρη. μαθητρία καλή ἐστὶν ἡ Ἰουλίᾱ. ἡ δὲ Κορνελίᾱ ἐστὶ μαθητρίᾱ. ἡ Κορνελίᾱ καὶ μαθητρίᾱ καλή ἐστὶν.

οὐκ ἔστιν μεγάλη ἡ καθέδρᾱ. μικρὰ γὰρ ἐστὶν ἡ καθέδρᾱ. ἡ δὲ τράπεζα οὐκ ἔστι μικρᾱ. μεγάλη γὰρ ἡ τράπεζά ἐστὶν. ἡ δὲ θυρίς οὐκ ἔστιν κεκλεισμένη. ἀνεωγμένη ἐστὶν ἡ θυρίς. ἡ δὲ θύρᾱ οὐκ ἔστιν ἀνεωγμένη. κεκλεισμένη γὰρ ἐστὶν ἡ θύρᾱ.

### 9. ἀποκρίνου Ἑλληνιστί

1. τί ἐστὶν; This means What is this ? or What is that ? It may refer to something that has just been spoken of; or it may refer to something that the speaker points to. The teacher should point to the various objects mentioned in the first paragraph, repeating the question τί ἐστὶν? for each one.

2. τίς ἐστὶν ἡ γυνή; 3. τίς ἔστηκεν;? 4. τίς ἐστὶν ἡ Ἰουλίᾱ? 5. τίς ἐστὶ ἡ μαθητρίᾱ καλή;

6. ποίᾱ ἐστὶ ἡ καθέδρᾱ? ποίᾱ means Of what kind ? or Like what ? It is used when an adjective or some kind of description is expected in the answer. This question might be translated What is the seat like ?

7. ποίᾱ ἐστὶν ἡ τράπεζα; 8. ποίᾱ ἐστὶν ἡ θυρίς; 9. ποίᾱ ἐστὶν ἡ θύρᾱ; 10. ποίᾱ ἐστὶν ἡ σχολή;

### 10. Discussion

Find the subject (ὑποκείμενον) of each verb (ῥῆμα) in the first paragraph. With what letter does it end?

Most of the nouns used in the first story end in α (ἄλφα), and η (ἦτα). Some nouns end differently (διδάσκαλος, θυρίς), but they are not our major concern right now. Focus on the α and η noun endings. These here are in the nominative case (ἡ εὐθεῖα πτωσίς).

Similarly, the words that describe the nouns are adjectives. They have the same types of endings, so here we observe

them with -α and -η. They *agree* (συμφέρεται) with the nouns they describe

The verb ἐστί(ν) is often used to connect the subject with a noun or adjective. The noun or adjective is also in the nominative case (εὐθεῖα πτώσις), and is called in English a predicate.

The verb ἐστίν is found in two main forms, with or without the final ν. In theory, the final ν̄ appears when the following word begins with a vowel, or when it stands before punctuation. In practice, ν is often added in other places, although ἐστί without the ν̄ occurs more rarely before a vowel.

In the first reading, our nouns refer to one person or thing, and so they are said to be in the singular (ἐνικός).

Nouns ending :

You will notice that sometimes the  $\bar{\alpha}$  carries a macron or long-mark on top of it. This is used to indicate that the vowel is long. Greek distinguishes two vowels by length with character distinctions ο / ω, and ε / η, but the other three we distinguish with a macron α /  $\bar{\alpha}$ , ι /  $\bar{\iota}$ , υ /  $\bar{\upsilon}$ . This convention is rarely observed outside learners' texts, but it is useful to learn these vowel length distinctions from the start, especially in pronunciation and speech.

τίς (who?) and τί (what?) are also used as subjects (ὑποκείμενα) and are in the nominative case (εὐθεῖα πτώσις).

Greek, unlike Latin, has an article which *roughly* corresponds to “the” in English. In our first reading, we find it in the form ἡ, which is nominative and singular.

## 11. σχολή Ἀμερικᾶνῆ Β'

ἡ Ἰουλίᾱ μαθητρίᾱ ἐστίν. ἡ δὲ Κορνελίᾱ ἐστὶ μαθητρίᾱ. μαθητρίαι εἰσὶν ἡ Ἰουλίᾱ καὶ ἡ Κορνελίᾱ. εἰσὶν μαθητρίαι καλάι. αἱ μαθητρίαι ἐστᾶσιν. καὶ ἡ διδάσκαλος ἔστηκεν.

αἱ σχολαὶ αἱ Ἀμερικᾶναί εἰσι μεγάλοι. μεγάλοι αἱ θυρίδες εἰσὶ καὶ μῖκραι αἱ θύραι εἰσὶν. αἱ θύραι κεκλεισμέναι εἰσὶν ἀλλὰ ἀνεωγμέναι εἰσὶν αἱ θυρίδες.

## 12. ἀποκρίνου Ἑλληνιστί

1. τίς ἐστὶν ἡ Ἰουλίᾱ; 2. τίς ἐστὶν ἡ Κορνελίᾱ; 3. ποῖαι εἰσὶν ἡ Ἰουλίᾱ καὶ ἡ Κορνελίᾱ; 4. τίς ἔστηκεν; 5. ποῖαι εἰσὶν αἱ σχολαὶ αἱ Ἀμερικᾶναί; 7. ποῖαι εἰσὶν αἱ θυρίδες; 7. ποῖαι εἰσὶν αἱ θύραι;

## 13. Discussion

Here we introduce the nominative (εὐθεῖα) plural (πληθυντικός) ending for the first declension, αι. The plural is used to refer to two or more entities.<sup>1</sup>

The singular verb ἐστίν likewise changes to εἰσὶν in the plural.

## 14. Rules

The subject of a verb is in the nominative case. A predicate noun or predicate adjective is also in the nominative case.

## Vocabulary 1

ἀλλὰ	but
Ἀμερικᾶνῆ	American
ἀνεωγμένα	open
γὰρ	for
γυνή	woman
δὲ	[contrast or change of focus]

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<sup>1</sup> Greek also has a *dual* which is used to refer to things that come in, or are treated as, a set of two. Those forms are not especially common, tend to be archaic, and won't be treated in the main part of this text.

διδάσκαλος	teacher (masc. or fem.)
ἔστηκε, ἔστησαν	stands
ἐστί(ν), εἰσί(ν)	is, are
θυρίς	window
Ἰουλίᾱ	Julia
καθέδρᾱ	chair (with arms)
καὶ	(1) and; (2) also, too
καλή	good
κεκλεισμένη	closed
κόρη	girl
Κορνελίᾱ	Cornelia
μαθητριᾱ	student, pupil (fem.)
μεγάλη	big
μικρᾱ́	small
οὐ, οὐκ, οὐχ	not
οὖν	so, then
σχολή	school
τράπεζα	table

### 15. Greek in daily life

Pick out the Greek words with which the following English words are associated: *cathedral*, *mega-*, *micro-*, *school*, *trapezium*.

### Drill

πλήρου τὸ τέλος·

1. ἡ τράπεζα ἐστὶ μεγάλη\_\_\_ : αἱ καθέδραι εἰσὶ μικρ\_\_\_.
2. αἱ σχολ\_\_\_ εἰσιν μεγά\_\_\_.

3. αἱ θύρ\_\_ εἰσὶν ἀνεωγμέν\_\_.
4. ἡ θυρίς ἐστὶν ἀνεωγμέν\_\_.
5. ἡ μαθητρί\_\_ καλ\_\_ ἔστηκεν.
6. τί ἐστὶν; καθέδρ\_\_ μῖκρ\_\_ ἐστὶν.
7. ἡ Ἰουλίᾱ καὶ ἡ Κορνελίᾱ εἰσὶ κόρ\_\_ μῖκρ\_\_.
8. ποίᾱ μαθητρί\_\_ ἡ Ἰουλίᾱ ἐστίν; ἡ Ἰουλίᾱ καλ\_\_ μαθητρί\_\_ ἐστίν.
9. ἡ μαθητρί\_\_ ἐστὶ κόρ\_\_ Ἀμερικᾶν\_\_.
10. τίς ἔστηκεν; \_\_ διδάσκαλος ἔστηκεν· αἱ μαθητρί\_\_ οὐχ ἔστησαν.

### Exercise 1

γράψον Ἑλληνιστί (Write in Greek):

1. American schools are large.
2. The windows are open.
3. The doors are closed.
4. The chairs are small; the table is also small.
5. The teacher is an American woman.
6. The girls are not standing up.
7. A good pupil stands up.
8. Julia and Cornelia are good pupils.

## Chapter 2

### 16. σχολή Ῥωμαϊκή Α'

αὕτη ἡ σχολή ἐστὶ σχολή Ῥωμαϊκή. μῖκρά ἐστὶ ἡ σχολή ἡ Ῥωμαϊκή, ἀλλὰ μεγάλη ἐστὶ ἡ σχολή ἡ Ἀμερικᾶνή. ἡ Ῥωμαϊκὴ σχολή θύραν οὐκ ἔχει ὅτι ἀνεωγμένη ἐστὶν ἡ σχολή. σχολή ἀρχαῖα θυρίδα οὐκ ἔχει ὅτι οὐκ ἔστιν ἐσταγεσμένη. σχολή μὲν ἀρχαῖα τράπεζαν οὐκ ἔχει. σχολή δὲ Ἀμερικᾶνή τράπεζαν μεγάλην ἔχει. σχολή ἀρχαῖρα διδάσκαλον Ἀμερικᾶνήν τέρπει.

σχολή Ῥωμαϊκή Ἰουλίαν τε καὶ Κορνελίαν τέρπει. διὰ τί ἡ σχολή ἡ ἀρχαῖα τὴν διδάσκαλον τὴν Ἀμερικᾶνὴν τέρπει; ἡ σχολή ἡ ἀρχαῖα τὴν διδάσκαλον τὴν Ἀμερικᾶνὴν τέρπει ὅτι ἀνεωγμένη ἐστὶν ἡ σχολή.

### 17. Note to the Pupil

It is important that you learn from the start to use the passages of Greek text in the way which will teach you most. In preparing your lessons, you should read the Greek selections over, aloud if possible, and each sentence more than once; and as you read the Greek words, you should try to know what they mean *without translating into English*. That is, the Greek selections should be regarded principally as exercises for reading and speaking, and not as exercises in mere translation.

Sometimes you will find that you cannot make yourself understand a sentence without translating it. In such a case, make enough of a translation to show you what the sentence means, and then read it over again in Greek, trying to understand it without thinking of the English words. The inflection of your voice as you read will generally tell anyone who is listening whether you are merely reading mechanically, or are understanding as you read. Remember that the Greeks used this language in ordinary conversation with one another.

At first it will be hard for you to read in this way. But if you persevere, it will soon become easy and natural.

### 18. ἀποκρίνου Ἑλληνιστί

1. ποῖα ἐστὶν ἡ σχολή Ῥωμαϊκή; 2. ποῖα ἐστὶν ἡ σχολή ἡ Ἀμερικᾶνή; τί ἡ Ῥωμαϊκή σχολή θύραν οὐκ ἔχει; 4. τί ἡ σχολή ἡ ἀρχαῖα θυρίδα οὐκ ἔχει; 5. τί ἡ Ἀμερικᾶνή σχολή ἔχει;

6. ποῖαν τράπεζαν ἔχει ἡ σχολή ἡ Ἀμερικᾶνή;

7. τίνα τέρπει ἡ ἀρχαίᾳ σχολή; 8. τίνα ἡ σχολή ἢ Ῥωμαίῃ ἢ σχολή τέρπει; 9. διὰ τί τέρπει ἡ σχολή ἢ ἀρχαίᾳ τὴν Ἀμερικανὴν διδάσκαλον; 10. διὰ τί τὴν κόρην τὴν Ῥωμαϊκὴν τέρπει ἡ ἀρχαίᾳ σχολή;

τίνα : whom?

τί : what? why?

διὰ τί: why?

ποίᾳ : of what kind? what kind of?

### 19. Discussion

In the sentence ἡ σχολή ἢ Ῥωμαϊκὴ θύρᾶν οὐκ ἔχει, what is the subject (τὸ ὑποκείμενον)? Are the words σχολή and θύρᾶν used in the same way? How is θύρᾶν used?

In the English sentence *she strikes the ball*, *ball* is said to be the complement of the verb *strikes*. In the same way, *she has the ball*, *she admires the ball*, we say that *ball* is the complement of the verbs *has*, *admires*. In all these sentences, *she* is the subject (ὑποκείμενον) of the verb (ῥῆμα), and *ball* is the complement (συμπλήρωμα) of the verb.

If we see an expression like *she strikes*, *she praises*, we think at once of asking, “*What* does she strike?” “*Whom* does she praise? Such verbs need a complement to make the sentence ‘work’, are called monotransitive. But not all verbs require a complement. Sentences like *she smiles* and *I agree* do not lead us to ask, “*What* does she smile?” or “*Whom* do I agree” These verbs are complete without a complement. Such verbs are called intransitive.

Verbs that require *two* complements may be called ditransitive. Verbs that may or may not take a complement may be called

ambitransitive. None of this terminology is necessary for you to understand Greek, but simply pay attention to the different kinds of complements that Greek verbs take.

In the Greek sentence ἡ σχολὴ ἡ Ῥωμαϊκὴ θύρᾱν οὐκ ἔχει, the word θύρᾱν is the complement (συμπλήρωμα) of the verb ἔχει. Find other words in the story used in this way. Which ending does each of these words have? Does each represent one person or thing, or more than one?

In our sentences so far, the complement of the verb is in the accusative case (ἡ αἰτιατικὴ πτώσις), and some grammarians term this the *direct object*. In our Greek words so far, the ending is generally -αν or -ην.