



#### https://www.openbookpublishers.com

© 2021 Philip S. Peek





This work is licensed under a Creative Commons Attribution 4.0 International license (CC BY 4.0). This license allows you to share, copy, distribute and transmit the work; to adapt the work and to make commercial use of the work providing attribution is made to the author (but not in any way that suggests that they endorse you or your use of the work). Attribution should include the following information:

Philip S. Peek, *Ancient Greek I: A 21<sup>st</sup> Century Approach*. Cambridge, UK: Open Book Publishers, 2021. https://doi.org/10.11647/OBP.0264

Copyright and permissions for the reuse of many of the images included in this publication differ from the above. This information is provided in the captions and in the list of illustrations.

In order to access detailed and updated information on the license, please visit https://doi.org/10.11647/OBP.0264#copyright

Further details about CC BY licenses are available at http://creativecommons.org/licenses/by/4.0/

All external links were active at the time of publication unless otherwise stated and have been archived via the Internet Archive Wayback Machine at https://archive.org/web

Digital material and resources associated with this volume are available at https://doi.org/10.11647/OBP.0264#resources

Every effort has been made to identify and contact copyright holders and any omission or error will be corrected if notification is made to the publisher.

ISBN Paperback: 9781800642546 ISBN Digital ebook (epub): 9781800642577

DOI: 10.11647/OBP.0264

Cover image: Athenian Fragmentary votive sculpture of Dionysus (?) Greek Ashmolean Museum. Photograph by Mary Harrsch, CC BY-SA. Cover design by Anna Gatti.

# Module 4

# **Adverbs**

### **Adverbs**

In English, adverbs modify verbs, adjectives, and other adverbs. Many English adverbs end in the suffix -ly. In Greek, adverbs are defined as they are in English. A Greek adverb ( $\dot{\epsilon}\pi\dot{\iota}\rho\rho\eta\mu\alpha$ ) typically ends in the suffix - $\omega\varsigma$ , although the majority of the high-frequency ones found below do not. When reading Greek you often encounter adverbs right before or right after the word they modify.

Memorize the definition of an adverb as given above and the three examples found below. The adverb is in bold and what it modifies is underlined.

- 1. It may be only in dreams (only modifies the verb may be).
- 2. I told her we'd be so happy (so modifies the adjective happy).
- 3. I <u>remember</u> it **so <u>well</u>** (**so** modifies **well** which in turn modifies **remember**).

The suffix **ly** does not always function as a morpheme<sup>1</sup> indicating that an English word is an adverb. Consider these two sentences,

- 1. There's a motion in daily silence.
- 2. Your dear blue eyes how they haunt me daily.

Though the forms are the same, in the first **daily** functions as an adjective and in the second it functions as an adverb. Since the adverb in Greek functions just like the adverb in English, use your understanding of English adverbs to understand the definition and the function of the Greek adverb.

**Practice Identifying Adverbs.** From this excerpt of Joseph Heller's *Catch-22*, practice picking out the adverbs and what they modify. Check your answers with those in the Answer Key.

<sup>1</sup> A minimal and indivisible morphological unit that cannot be analysed into smaller units: e.g. in (prefix), come (stem), -ing (suffix), forming the word incoming (*Oxford English Dictionary*).

28 Ancient Greek I

"Open your eyes, Clevinger. It doesn't make a damned bit of difference who wins the war to someone who's dead."

Clevinger sat for a moment as though he'd been slapped. "Congratulations!" he exclaimed bitterly, the thinnest milk-white line enclosing his lips tightly in a bloodless, squeezing grind. "I can't think of another attitude that could be depended upon to give greater comfort to the enemy."

"The enemy," retorted Yossarian with weighted precision, "is anybody who's going to get you killed, no matter which side he's on, and that includes Colonel Cathcart. And don't you forget that, because the longer you remember it, the longer you might live."

In doing the above exercise, aim for a complete understanding of what an adverb is and how it functions. Since the Greek adverb is nearly identical to the English in definition and function, you can transfer your understanding of the English adverb to your understanding of the Greek adverb.

### **Greek Adverbs**

The below has a list of the most frequently occurring adverbs. Memorize them. You will encounter them frequently in the rest of this book and they are not glossed. This book glosses ( $\gamma\lambda\tilde{\omega}\sigma\sigma\alpha$  tongue, language) all words except the frequently occurring adverbs, conjunctions, and prepositions by giving each word's English equivalent and the information you need to be able to identify the word's form.

Adverb	Additional Information	English Equivalent
<b>ἀεί</b> or <b>αἰεί</b>		always
ἄμα		at the same time as, at once
άνά		thereon, thereupon, throughout
<b>ἄρα</b> or <b>ῥά</b>		and so, therefore, then, in that case
γε	(enclitic)	indeed, in fact, merely, at least
δέ	(postpositive)	on the other hand
δή		indeed, in fact, certainly
ἔπειτα		thereupon, thereafter, then
ἔτι		yet, still
εὖ		well

Adverb	Additional Information	English Equivalent	
ἥδη		already, by this time, now	
καί		even, also	
μάλιστα		especially, most	
μᾶλλον		more, rather	
μέν	(postpositive; typically followed by $\delta \acute{\epsilon}$ )	on the one hand	
μέντοι		indeed, to be sure, however	
μετά		after, next	
μή	(mostly found in hypothetical contexts)	no, not	
μήν		truly, surely	
νῦν		now	
ού, ούκ, ούχ	(proclitic; mostly found in factual contexts)	no, not	
οὖν		then, therefore; really, certainly	
ούτως or ούτω		in this way, such, so	
πάλιν		back	
πάνυ		perfectly, verily, by all means	
ποτε	(enclitic)	at some time, once, ever	
$\pi \tilde{\omega} \varsigma$		how	
τοίνυν		then, therefore	
τότε		at that time, then	
ὥσπερ		as, as if	

- 1. Of these frequently occurring adverbs, only one,  $o\ddot{\upsilon}\tau\omega\varsigma$ , ends in  $-\omega\varsigma$ . This is because most adverbs ending in  $-\omega\varsigma$  derive from adjectives.
- 2. **Enclitics.** Enclitics are pronounced closely with the word that precedes them. Some common ones are the adverbs γε, ποθέν, ποι, ποτέ, που, πως, and τοι; the conjunction τε; the pronouns με, μοι, μου, σε, σοι σου, τι, and τις; and the verbs εἰμί, φημί. Enclitics sometimes have an accent and sometimes do not. They can also affect the accent of the word that precedes them. How they do this is covered in Part II of the 21st-Century series.
- 3. **Postpositive.** Certain words like  $\mu \acute{\epsilon} \nu$  and  $\delta \acute{\epsilon}$  cannot stand as the first word in a sentence.

30 Ancient Greek I

- 4. **Proclitics.** Proclitics are monosyllabic words, lacking an accent, and are pronounced closely with the word that follows them. Common proclitics are the adverb oὐ; the conjunctions εἰ and ὡς; the prepositions εἰς, ἐν, ἐκ; and these forms of the article: ὁ, ἡ, οἰ, αἰ.
- 5. μέν and δέ often work together and are often not translated into English. They can contrast two things: he (μέν) did this; but she (δέ) did that. They may also create a list or an accumulation of things: he (μέν) did this; and she (δέ) did that, and they (δέ) did this, etc. μέν is almost always followed by an answering δέ. Additionally ὁ μέν . . . ὁ δέ can mean the one . . . the other and οἱ μέν . . . οἱ δέ can mean some . . . others. At first you may find it helpful to translate μέν as on the one hand and δέ as on the other hand. As your understanding of Greek improves, you will develop sophisticated ways to translate them or may decide not to translate them at all.
- 6. **οὐ**, **οὐκ**, **οὐχ**: use **οὐκ** if the word that comes after starts with a smooth breathing; use **οὐχ** if the word that comes after starts with a rough breathing; if the word starts with a consonant, use **οὐ**.

**Practice Translating Adverbs.** Translate the paragraph below from *Catch-22*, paying attention to how the adverbs function. Often there is not an authentic connection between how ancient Greek expresses the meaning of a sentence and how English does. The main takeaway from exercises like these is a greater understanding of how each part of speech functions, not a greater understanding of ancient Greek idiom. Check your answers with those in the Answer Key.

Every time another White Halfoat was born,' he continued, 'the stock market turned bullish. Nũν whole drilling crews were following us around with all their equipment  $\gamma \epsilon$  to get the jump on each other. Companies began to merge  $\gamma \epsilon$  so they could cut down on the number of people they had to assign to us. But the crowd in back of us kept growing. We never got a good night's sleep. When we stopped, they stopped. When we moved, they moved, chuckwagons, bulldozers, derricks, generators. We were a walking business boom, and we began to receive invitations from some of the best hotels  $\gamma \epsilon$  for the amount of business we would drag into town with us. Some of those invitations were  $\mu \acute{\alpha} \lambda \iota \sigma \tau \alpha$  generous, but we could  $o \acute{\nu}$  accept any because we were Indians and all the best hotels that were inviting us would  $o \acute{\nu}$  accept Indians  $\acute{\omega} \varsigma$  guests. Racial prejudice is a terrible thing, Yossarian. It  $\mu \dot{\eta} \dot{\nu}$  is.

'τοίνυν, Yossarian, it  $\delta \dot{\eta}$  happened—the beginning of the end. They began to follow us around from in front. They would try to guess where we were going to stop next and would begin drilling before

we even got there, so we could  $o\dot{v}$  stop. As soon as we'd begin to unroll our blankets, they would kick us off. They had confidence in us. They wouldn't  $\kappa a \dot{v}$  wait to strike oil before they kicked us off. We were  $o\ddot{v}\tau \omega c$  tired we almost did  $o\dot{v}$  care the day our time ran out. One morning we found ourselves  $\mu\dot{\eta}v$  surrounded by oilmen waiting for us to come their way so they could kick us off. Everywhere you looked there was an oilman on a ridge, waiting there  $\dot{\omega}c$  Indians getting ready to attack. It was the end. We could  $o\dot{v}$  stay where we were because we had  $v\ddot{v}v$  been kicked off. And there was no place left for us to go. Only the Army saved me. Luckily, the war broke out just in the nick of time, and a draft board picked me right up out of the middle and put me down safely in Lowery Field, Colorado. I was the only survivor.'

# Why Study the Greeks?

The answers to this question are many and vary as much as beauty does to the beholder's eyes. One answer is this. Given our rapidly changing digital world, today more than ever we need to learn how to learn. Ancient Greek is a great vehicle for doing so. It offers us information which must be memorized, understood, and analyzed. And it offers us different conceptual systems for thinking about culture and language. A second answer is that the ancient Greeks offer us compelling content. Ancient Greek culture is the starting point for many subjects that continue to enthrall and influence us today. Anthropology, architecture, art, history, literature, mathematics, medicine, music, philosophy, political science, rhetoric, science, and theology are some fields of study to which the Greeks applied their curiosity and intellects. Studying their achievements in these fields assists us by offering models and perspectives for thinking about these subjects and for living our own lives. By studying a culture different from our own, we can see more clearly how life is filled with complexity and nuance, where there are few absolute saints and sinners. Like the rest of humanity, the Greeks achieved great things, some good, some bad, and much that was mixed. The Greeks in all their complexity are there for us to study with a critical eye that sees the bad and the good and realizes that most people have a mixture of both within them. A third possible answer is that the Greeks were creative and independent, willing to challenge the status quo and to invent new ways of doing and of thinking. Cultivating the creative spirit was integral to Greek life and we can learn from them how to do so ourselves. And so this textbook offers its answers to this question by assisting you in learning how to learn; by offering you rich content; and by attempting to awaken the creative spirit that lives within you.

32 Ancient Greek I

Mimnermos of Kolophon or Smyrna, Μίμνερμος ἐκ Κολοφῶνος ἢ Σμύρνας, c. 630–600 BCE. A Greek elegiac poet, Mimnermos wrote short polished poetry on a variety of themes including age, death, and love. He influenced Kallimakhos and the Alexandrian poets and Properitus and the later Roman poets. Alexandrian scholars collected his poems into two books. Today only paltry scraps remain. As is the case with most of the ancients, what little we know of Mimnermos comes from what we glean from the small bits of his writings that have survived.

**Module 4 Practice Reading Aloud.** Practice reading this poem by Mimnermos. Read the poem a few times, paying attention to the sound each syllable makes and trying to hear the rhythm of the words.

#### Mimnermos, Fragment 1

τίς δὲ βίος, τί δὲ τερπνὸν ἄτερ χρυσῆς Ἀφροδίτης; τεθναίην, ὅτε μοι μηκέτι ταῦτα μέλοι: κρυπταδίη φιλότης καὶ μείλιχα δῶρα καὶ εὐνή, οἶ' ἤβης ἄνθεα γίνεται ἀρπαλέα
1.5 ἀνδράσιν ἠδὲ γυναιξίν· ἐπεὶ δ' ὀδυνηρὸν ἐπέλθη γῆρας, ὅ τ' αἰσχρὸν ὁμῶς καὶ κακὸν ἄνδρα τιθεῖ, αἰεί μιν φρένας ἀμφὶ κακαὶ τείρουσι μέριμναι, οὐδ' αὐγὰς προσορῶν τέρπεται ἠελίου, ἀλλ' ἐχθρὸς μὲν παισίν, ἀτίμαστος δὲ γυναιξίν·
1.10 οὕτως ἀργαλέον γῆρας ἔθηκε θεός.

#### **Verse Translation**

What's life? Where's joy without golden Love?

I welcome death when these delights depart:

Secret love and pleasing gifts and tangled beds,

The blossoms youth provides to grasping men and

Women. Aged pain then creaks its self in

And brings an ugly face and evil grin,

Rubbing sharpened cares upon our dulling minds.

No more do we enjoy the rays of day

Rather hostile lives we live despised by

Young loves. So god decreed pained age to be.

To hear me read, followed by Stefan Hagel's expert reading with a pitch accent, follow the link below:

Mimnermos' What is Life.2

<sup>2</sup> https://loom.com/share/6afdebc56f4542e7bfaf3ae35ccffe96.

# **Etymology Corner IV by Dr. E. Del Chrol**

## Why Bother?

Most of us these days don't get a solid grammatical grounding in the language we learn at home—if you can express yourself in English, why do you need to know how it fits together? It's like how most of us drive cars—if you can obey the rules of the road and get from A to B, why do you need to know how to change a tire or a sparkplug? If something goes wrong, can't you just call an expert? The great thing about studying Greek is YOU will become that expert. When you start to understand how the mechanics of Greek work, you'll in turn start to understand some of those things that are weird about English. Greek and English aren't identical under the hood, but you will gain the tools to understand both of them.

Or to think of it a different way, to understand Greek you'll need to learn some of these technical terms that you probably haven't heard anyone talk about since 3<sup>rd</sup> grade (if ever). It's not your fault, but it's now your problem!

What to Study and Do 4. Before moving on to the next module make sure that you have learned the definition and the function of the adverb as found in the wilds of the English and Greek languages, keeping in mind that if you understand the English adverb you also understand the Greek. As you work through this text, if you find yourself uncertain about the definition and function of the adverb, redo the exercises in this module and check your answers with the Answer Key.

Learning Tip 4: Internalize and Apply. As you process and come to understand new information, you make it part of your working knowledge. Going through a process of memorization, association, and review enables you to internalize the new information. Active application of what you have memorized assists your learning of the new material. The practice exercises on adverbs, conjunctions, and prepositions seek to assist you in making your understanding of the definitions of these parts of speech part of your internalized working knowledge by having you apply what you have memorized, the definitions, to identifying the parts of speech in the wild. Memory combined with application result in your mastering this analytical part of the course.