

An Introduction to *Greek For All Ages*

Welcome to the Teacher's Manual for *Greek For All Ages*. The material included in *Greek For All Ages* represents many years of development and experimentation. I have repeatedly been urged by my students to publish it for wider use and have finally given in to their request. In its final published form, the material is now divided into three books and this teacher's manual. The first book is the hardcover text which provides the basic introduction to grammar and vocabulary. It also includes a variety of supplementary material, a list of the vocabulary introduced in the first year, and an index. This text is intended to serve as a life-long reference tool to the basics of New Testament Greek.

The other two books are the Parts 1 and 2 of the Workbook and Study Guide. One of the main reasons I began developing my own material was that I was not satisfied with either the number or the quality of the exercises provided by other available texts. The workbook and study guide includes detailed exercises for each chapter, including a section of questions designed to serve as a check on whether the new concepts have been grasped. Most chapters include both short exercises which focus on the new material and translation sentences which also incorporate review of previous material. There are also occasional review materials, especially before exams, and extra practice exercises for certain chapters. The workbooks are designed to be used in whatever way seems best to suit the individual class or student(s). They are in binder form so that they will lie flat for working on the exercises or the exercises may be removed and returned to the binder later. The pages may be removed and re-arranged in any way that students and/or teachers desire. Students may also add to the workbooks their own practice papers, charts, quizzes, and any other handouts you give them.

The workbook also includes answer keys. The matter of these answer keys requires some explanation. My recent teaching experience has been at the seminary level, in either a one year course or an intensive summer course. In order to get all of the material covered, I must often give a quiz on material the day after it is introduced. For this reason, I have created complete answer keys to accompany each chapter, so that the students can check their work as they go along and, hopefully, correct problems early on and answer many of their own questions. These answer keys have evolved over time, so that they now provide not only the answers themselves, but also frequent explanatory notes on the answers. I consider them to be among the most valuable features of the material.

The decision about what use to make of the exercise answer keys is up to the individual teacher. The amount of time a teacher has to cover the material and the maturity of the students will be the deciding factors in how to handle the answer keys. Teachers of younger students may wish to have them remove the answer keys and not use them or not use them for a while. The teacher can keep them and return them to the students if / when this seems appropriate. (**Note:** If you choose to do this, you will need to keep track of the answer keys yourself, because sometimes important information is given there which is not mentioned anywhere else and you will need to pass this on to the

students.) The workbook is arranged with all of the exercises first and then the answer keys. As mentioned previously, this arrangement can be changed as the teacher and/or students desire. This will put the page numbering out of sequence, but this should not be a problem, as each page is labeled according to its contents.

The teacher's manual provides extra teaching and background information for each chapter along with suggestions about ways to present the material. It also includes warnings about the more problematic aspects of Greek and hints for pointing these out to the students and helping them along. I often describe myself as a guide who knows the way around all the potholes and roadblocks. The teacher's manual is designed to share this detailed knowledge of the Greek learning process with others. Apart from this introduction, the teacher's manual is arranged by chapter. Each chapter includes the teacher's manual proper, the quiz or exam to be used following the chapter, and the answer key for the quiz or exam. Please note that the pages in the teacher's manual are not numbered consecutively. I have, however, labeled pages beyond the first for each chapter and, if necessary, for the quizzes, exams, and answer keys. This way they will be arranged in order for you if (and in the case of the quizzes and exams, when) you print them out.

At this point, a word about pacing is probably appropriate. As I mentioned earlier, I am compelled to complete the course for which this material is designed in either one academic year or one summer. If your circumstances are similar, you will find that you must move rapidly through the material. I sometimes cover two chapters on one day (usually, but not always, when the material is related in some way). On the other hand, there are some chapters which require an extra day for the students to fully process them. This information will be included in the teacher's manual. If, however, you do not have such time constraints or you are using *Greek For All Ages* to study on your own, then you can be flexible with your pacing. You can easily divide the exercises up into smaller segments, work on vocabulary and grammar separately, spend more class time working on translation, make up extra drills to use in class, spend more time on derivatives – in other words, do whatever works for you and/or your students.

As the material progresses, there will be changes in the way it is presented. For example, as soon as possible, examples will be taken from the Greek New Testament. This is meant to serve as an encouragement to the students to show them that they are making progress toward their goal. Likewise, there will come a time when *all* the work to be translated comes from the Greek New Testament. When we come to the most complicated material (Chapters 33-38), the chapters become more like units requiring multiple class days. At this point, suggestions will be made for supervised translation work. If more than one student is involved, this work may be done in small groups.

At the end of the text, you will find four appendices: (1) a master list of the principal parts of the verbs introduced in the text, (2) a list of accents and breathing marks which are important for distinguishing one word from another, (3) a guide to unaugmented aorist stems, and (4) a brief introduction to the optative mood, something I have never found time to include in a one year course. The teacher's manual will tell you

the appropriate time for mentioning all but the last of these. At the conclusion of the course, you can tell them about the optative. I have not provided any exercises for this, but if you have the time, you can select from the passages which are mentioned in the Wallace grammar book (see below).

I have made four deliberate decisions in selecting material to be translated which should be explained at this point. The first decision was to direct both grammar and vocabulary toward the reading of the Greek New Testament. My assumption is that the majority of those who use this material will have this as their goal. If there are those who desire to read the literature of classical Greece, they can eventually supplement this material with additional vocabulary and deal with grammar questions with the aid of a grammar book.

The second decision was to use sentences which I have made up until such time as the students can handle most of the grammar and vocabulary in selected New Testament verses. I did not think it useful to present such verses when every word in them would require an explanation.

The third decision was to restrict passages chosen for translation to the Greek New Testament instead of incorporating some of the other Hellenistic Greek material which is available, especially the writings of the Church Fathers. I have found that the students generally begin to get excited about Greek when they begin to encounter material from the New Testament and realize that they are on their way to their goal. The downside of this is that the students are often familiar with the passages chosen and tend to rely on their memories rather than looking carefully at the Greek. I encourage them to allow their memories to be challenged by the Greek and to use the passages to see how Greek expresses what they know (or think that they know) in English. I also use it as an opportunity to compare different English translations to see how well they handle the Greek. The students are frequently in for surprises!

The fourth decision was to use my own translations in the examples and the answer keys. At times these will be quite close, or even identical, to some of the more literal published translations. At other times, however, there will be significant differences. This is because I am encouraging the students to look very carefully at the Greek and its unique style rather than to prepare fluent and polished translations. They can, after all, always check the RSV or the ESV if they wish. My goal here is to allow them to see the places (and there are many) where translations are not able to, or choose not to, convey certain aspects of the Greek. That is an important goal of this course.

Oh yes, I have one other goal. I want the students to enjoy Greek!

Please note that *Greek For All Ages* is not intended to be a complete Greek grammar book. At the appropriate time (usually after the completion of the introductory course, but perhaps earlier for advanced students), these materials should be supplemented by such a book. My recommendation is *Greek Grammar Beyond the Basics* by Daniel Wallace. As much as possible, the terminology used in these materials

is intended to provide a bridge to this book. In fact, it would probably be advisable for anyone using this material to teach a class to others (including those using it to study on their own) to acquire both Wallace's grammar book and *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, revised and edited by Frederick William Danker. While both of these reference tools can prove frustrating to beginning students (and teachers!), with a bit of experience, they will enable the teacher to answer many of the questions which students often ask. You will also want to have, both for yourself and eventually for the students, a copy of the Greek New Testament (GNT). I recommend the United Bible Societies edition which includes a dictionary in the back. This dictionary will be quite sufficient for beginners. It has all the words in the GNT, though obviously not all the definitions.

I hope that you will enjoy using *Greek For All Ages*. My intention is to make it user-friendly as possible, so any comments or suggestions are most welcome. You may send them to me at anncastro@nwboronet.com.

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