

# New Testament Greek

*A Reading Course*

Level **1**

TEACHER'S MANUAL



# New Testament Greek

## *A Reading Course*

### — **Level One** —

*Student Text*

*Student Workbook*

*Teacher's Manual*

*Teacher's Manual for the Student Workbook*

### — **Level Two** —

*Student Text*

*Student Workbook*

*Teacher's Manual*

*Teacher's Manual for the Student Workbook*

# New Testament Greek

*A Reading Course*

Level 1

TEACHER'S MANUAL

SALLY TEAGUE



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# To the Instructor

## The Purpose and Philosophy of This Course

*New Testament Greek: A Reading Course* was written for two purposes: to make New Testament Greek accessible to a wider range of students and to enable all students to learn to read the Greek New Testament more easily, efficiently, and effectively, and thus achieve a higher level of Greek fluency.

By the time students have finished the course, they will

1. have a good working knowledge of Greek grammar;
2. be familiar with technical vocabulary used in New Testament commentaries;
3. know about five hundred Greek words (words that occur over twenty-five times in the New Testament);
4. know the principal parts of the most common verbs;
5. have read well over one thousand verses from the different parts of the New Testament and the Septuagint;
6. understand some of the basic tools for critically analyzing a Greek text; and
7. be well prepared to read from the New Testament with the help of a lexicon.

The guiding principle behind *New Testament Greek: A Reading Course* is that a student's proficiency in New Testament Greek is dependent on the amount of Greek text that he or she has read and understood. From this principle comes many features of this textbook:

1. After the first six chapters, every chapter is centered around a set of **Readings**, drawn from the New Testament and the Septuagint.
2. Grammar and vocabulary are introduced as needed to read these **Readings**.
3. Grammar explanations are clear and concise, giving students more time to read Scripture.
4. Abundant **Readings** are provided in this text with the idea that students learn to read more quickly and easily with practice. More reading also better reinforces vocabulary and grammar.



*New Testament Greek: A Reading Course* follows a programmed learning approach. Besides providing a clear and thorough explanation of the Greek language, it also provides structures that help students master Greek. For example, only about six vocabulary words are introduced at one time. Students do various exercises and read Scriptures to reinforce this vocabulary before more vocabulary is introduced. Similarly, grammatical concepts are broken down into manageable segments. Following each segment is a short exercise to check students' understanding and give them an opportunity to explore the implications of the concept before proceeding to the next concept. Thus, Greek classes consist of much less teacher explanation and more student discussion and practice. This textbook is a good choice for the student who wishes to learn Greek independently because it helps make the process of learning more transparent. It is also a good choice for the experienced instructor who wishes to have a more student-centered classroom.

## Planning the Course

The course, in two volumes, consists of twenty-four units of four chapters each—that is, ninety-six chapters. Each chapter takes roughly one hour of class time and another hour of preparation outside of class, but this will vary depending on the needs of students. (The initial chapters require less time outside of class.) Since college-level and graduate students are generally required to master Greek grammar in one year, they may wish to progress more quickly using only the student textbooks, which can stand alone. If a class completes one unit per week, the course can be finished in twenty-four weeks. For high school students who wish to progress at a more leisurely pace, there is a workbook with supplementary exercises to accompany each level of the textbook. If one unit is completed every two weeks, the course can be finished in one and one-half school years.

## Teaching the Course

The three main aspects of learning Greek are vocabulary, grammar, and fluency. A growing mastery of vocabulary enables students to read texts without constantly looking up words. Grammar allows them to properly translate individual words and to understand the relationship of the different words in a sentence to each other. Fluency involves ease and speed that comes from the experience of reading a lot of Greek. It also includes knowing how to handle those many quirky features of the language that one only encounters by reading authentic texts.

Each chapter of the textbook contains a series of relatively concise sections that introduce vocabulary and/or grammar, followed by one or more exercises designed to help students incorporate the new material, and to explore the implications it has for translating Greek. I recommend that you go through each of these explanations with the students and then have them do the exercises together orally, checking to make sure that each student has understood the concepts introduced. In each chapter (except the first six), the grammar explanations culminate with the section entitled **Readings from the New Testament (and Septuagint)**. This section is often

followed by a section introducing a new figure of speech or by questions that encourage students to think critically about the passages they have just read. I recommend that students prepare the **Readings** and following sections at home. In the next class, you should go over student translations and their answers to the questions about these texts.

As homework, students should review new vocabulary and new grammatical forms. To reinforce the material students have learned in class, some or all of the workbook exercises may also be assigned for homework. The workbook exercises that correspond to each section of the chapter are indicated by the **bold** lower case Greek letters written to the right of the section titles.

## Vocabulary

About six new vocabulary words are introduced in each chapter. Pronounce the vocabulary together. This gives students who are still struggling to read Greek a good start in this chapter. It will also quickly give all the students auditory input of the new vocabulary words.

Discuss the meanings of the English derivatives listed after the vocabulary words, and how the derivatives are similar to their Greek antecedents in both form and meaning. This will not be obvious to all students. In the initial chapters, discuss how derivatives can help students remember Greek words, and how the Greek vocabulary they are learning can expand their English vocabulary.

Have the students guess the meanings of the words in the exercises entitled ***Extend your vocabulary***, then tell them the right answers. Discuss why some guesses might be better than others, keeping in mind that sometimes there is no apparent reason why a language develops in one way instead of another. By doing this kind of exercise repeatedly, students will learn how to determine the meaning of a Greek word from other words with the same root, thus effectively extending their vocabulary with very little effort on their part.

Give students a minute or two to memorize the meanings of the vocabulary before you move on to the next section. Alternatively, you can have the vocabulary written on 5 x 8 cards. Show the words one by one, and have all the students shout out the meaning. The cards can also be used to quickly review words from previous chapters. Finally, have students test themselves informally to see if they know the words. This can be done either by using the exercise entitled ***Test yourself***, or by calling on individual students to give the meanings of individual words on the flashcard. If you spend a few minutes doing this, as students complete the rest of the exercises in the chapter, they will be practicing their recall of this vocabulary instead of constantly flipping back to find the meanings of the new vocabulary words. In this way, by the end of the class, students will be well on their way to mastery of the new vocabulary. If students are taking too much time at the beginning of class to learn new vocabulary, consider assigning the vocabulary section of each chapter before they come to class.

## Grammar

Take time in class to complete all the sections (with their exercises) that come before the **Readings**. When you are introducing new forms, have the class say them orally. Many students will learn the new information better this way than by simply looking at the forms on a page. When learning an extensive paradigm, I sometimes write all the forms on the board and have students chant them together. Then I will erase one or two forms and have the students chant the paradigm again. This is repeated until the class can chant the paradigm from an empty board.

Sometimes I want to have students practice identifying specific forms rather than producing a paradigm. (The difference is not in the information students are memorizing, but the way in which they access that information.) For example, when reading, students need to identify the case and number of each noun. So, it is useful for them to practice this exact skill until they can do it quickly and easily. To accomplish this, I put all the forms of my example nouns on 5 x 8 cards and mix them up. Then, I ask students to give me the case and number of the forms. This practice will quickly produce better reading efficiency.

The exercises allow students to practice new skills and to explore the implications of the information they have just learned, getting them ready to move on to the next section. If possible, have students do the exercises orally. This will save class time and help you to better monitor their understanding.

Especially give students time to ponder and discuss together the observation exercises, which promote the valuable skills of seeing patterns and describing them. This is a much more effective way to learn grammar than listening to a lecture because it helps students to grasp the logic behind grammatical structures. As they explore grammatical patterns for themselves, students will be ready to learn the technical vocabulary used to describe those patterns. This vocabulary will in turn give them the language to discuss translation questions and will enable them to understand technical biblical commentaries.

## Readings from the New Testament and Septuagint

For homework, have the students read and translate the **Readings** and answer any questions about grammatical constructions or figures of speech. These are by far the most important exercises of this textbook since fluency in New Testament Greek can only be accomplished through many hours spent in the Greek New Testament itself. Some students will want to write out their translations; for others, preparing to translate orally in class is sufficient. Both of these options can be effective.

Take time to go over translations in the following class. Each translation provided in the *Teacher's Manual* is only one of many possible translations. Synonyms can often be substituted. A good translation does not so much strive to preserve the structure of the original Greek sentence as to reflect the meaning conveyed by that structure. By discussing why some translations

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are better than others, and giving reasons for their own exegetical choices, students develop the critical thinking skills of a translator.

## Figures of Speech

The sections about figures of speech are designed to promote discussion about the Greek text of the New Testament. The English terms for the figures of speech originate from Greek, reflecting their importance in the study of classical and biblical literature. Since Greek and Roman authors used figures of speech to discuss their own literature, familiarity with these terms provides a window into the minds of ancient readers and writers. Take time in class to discuss how these figures of speech enhance the meaning of the Greek text. Through these discussions, students develop higher critical thinking skills that allow them to make mature judgments about the meaning of the Greek Scriptures.

## The Appendices and Indices

The appendices at the end of each textbook include all the major paradigms, principal parts of frequently occurring verbs, and a glossary of all the vocabulary necessary to translate the **Readings**. Indices that list grammatical terms and figures of speech are also available. In my experience, the students who would most benefit from these are the last ones to discover their existence. Be sure to introduce these to students at an early stage and to keep referring to them as you introduce new grammatical features.

## Student Workbook

Each volume of the *Student Workbook* was written particularly with high school students in mind and provides more practice of the material introduced in this textbook. High school teachers may assign exercises from the workbook based on the needs of their own students. The confident student who wishes to finish this course in a shorter time may choose not to do any exercises from the workbook. Because of time constraints, the *Student Workbook* may be impractical for college and graduate level courses.

Perhaps the most helpful exercises in the *Student Workbook* are entitled **Analyzing Scripture**. From time immemorial, Greek and Latin students have found sentence diagramming helpful in elucidating the structure of sentences. However, sentence diagramming is cumbersome and time-consuming. These analysis exercises provide a sort of shorthand for students to mark up an existing text, as well as a double-spaced copy of the text itself. In doing these exercises, students ask themselves the most important grammatical questions about Greek sentences, training their English-speaking minds to pay attention to the grammatical markers that they would naturally tend to ignore. In my experience, by the time students have answered these questions, the meaning of a Greek sentence has usually become clear.

## Assessment

Frequent assessment encourages students to review on a regular basis, making their study of Greek more effective and efficient. Tests are provided in the *Teacher's Manual* for your convenience. If time for testing is limited, give first priority to testing translation and second priority to grammatical forms. The translation tests include most of the new vocabulary words in each unit.

## Classroom Climate

Finally, seek to build a sense of fun and collegiality in the class. Learning Greek is a long and arduous task, but it can also be enjoyable as instructors and students work together. Some students will be very intimidated by the prospect of learning Greek, and some will find it more challenging than others. It is very important to set an example of being encouraging and supportive and to insist that students treat each other with courtesy. Remind students often that mistakes are the path to learning.

When students correct your mistakes, thank them. In this way, you will earn their respect much more than if you try to pretend you are perfect. You will also be welcoming them as colleagues into a community of New Testament Greek scholars where discourse is marked by courtesy and mutual respect.

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