**Greek (and English) Grammar**

**Clauses**

* A **clause** is a group of words that contains a verb. There are two primary types of clauses:
  + An **independent clause (IC)** is a group of words that contains a subject and verb and can stand as a sentence.
  + A **dependent clause (DC)** is a group of words which contains a subject and verb but does not express a complete thought.
* Clauses can be combined using **conjunctions** (and usually at least one comma).
  + A **conjunction (C)** is a word that combines two independent clauses by turning one independent clause into a dependent clause.
* There are three main types of conjunctions:
  + **Coordinating Conjunctions:** for, and, nor, but, or, yet, so (🡨these are also known as FANBOYS)
  + **Subordinating Conjunctions:** after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while, etc.
  + **Conjunctive Adverbs:** moreover, otherwise, therefore, however, then, finally, etc.

**\*N.B.** Conjunctive adverbs like **however** need **TWO** commas—you need one before the conjunction**, however,** you also need one after.

**Methods for combining clauses:**

|  |  |
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| **IC.** | So he spoke. |
| **IC. IC.** | So he spoke. Telemachos obeyed his dear father. |
| **IC; IC.** | So he spoke; Telemachos obeyed his dear father. |
| **IC, C IC.** | So he spoke, and Telemachos obeyed his dear father. |
| **C DC, IC.** | After he spoke, Telemachos obeyed his dear father. |
| **IC C DC.** | So he spoke after Telemachos obeyed his dear father. |

**Identify the independent and dependent clauses in each sentence, as well as any conjunctions.**

“He knew how to say many false things that were like true saying.” (19.203)

“I put him into your hands now. Do with him as you will. He names himself your suppliant.” (16.66-7)

“I myself am young and have no faith in my hands’ strength to defend a man, if anyone else picks a quarrel with him; and my mother’s heart is divided in her, and ponders two ways, whether to remain here with me, and look after the household, keep faith with her husband’s bed, and regard the voice of the people, or go away at last with the best man of the Achaians who pays her court in her palace, and brings her the most presents.” (16.71-7)

“I wish that I were truly as young as I am in spirit, or a son of stately Odysseus were here, or he himself might come in from his wandering. There is time still for hope.” (16. 99-101)

“I see, I understand; you speak to one who follows you.” (16.136)

“Oh, father, I have always heard of your great fame, and how you were a fighting man with your hands, and prudent in counsel; but what you have spoken of is too big; I am awed; for it could not be that two men could fight against strong men in these numbers.” (16.241-4)

“Antinoos, though you are noble, this is not well spoken. For who goes visiting elsewhere so as to call in another stranger, unless he is one who works for the people, either a prophet, or a healer of sickness, or a skilled workman, or inspired singer, one who can give delight by his singing? These are the men who all over the endless earth are invited.” (17.381-6)

“Silence. Do not answer him at such length. Antinoos has made it his habit always to irritate others with hurtful words, and stir them up, and encourages others to do so.” (17.393-5)

“Shame; the wits in you, it is clear, do not match your outward beauty. You would not give a bit of salt to a servant in your own house, since now, sitting at another’s, you could not take a bit of bread and give it to me. It is there in abundance.” (17. 454-7)

“Beware of your mistress, who may grow angry with you and hate you. Or Odysseus may come back. There is still time for hope there. And even if he has perished and will no longer come back, here is Telemachos, his son, by grace of Apollo grown such a man, and in his palace none of the women will be sinful and escape, since he is a child no longer.” (19. 83-88)

“So, against my will and by force, I had to finish it. Now I cannot escape from this marriage; I can no longer think of another plan; my parents are urgent with me to marry; my son is vexed as they eat away our livelihood; he sees it all; he is a grown man now, most able to care for the house, and it is to him Zeus grants this honor.” (19.156-161)

“Even so, I will tell you what you ask me and seek for. There is a land called Crete in the middle of the wine-blue water, a handsome country and fertile, seagirt, and there are many peoples in it, innumerable; there are ninety cities. Language with language mix there together.” (19.171-5)

**Reverse, reverse! Long sections of Homer’s long sentences in his incredibly long-winded anecdote about how Odysseus got his scar have been cut up (much like the ox they prepared for dinner) into shorter sentences, and it’s your job to piece them back together into coherent complex sentences, using the sentence combining skills you just learned.**

**-Book 19. 439-43:**

There was the lair.

It was the lair of a great boar.

It was inside that thick of the bush,

The force of wet-blown winds couldn’t penetrate here.

The rain couldn’t pass all the way through it.

It grew so close together.

A fall of leaves drifted.

They drifted in dense profusion.

**-Book 19.418-28:**

Autolykus gave his glorious sons the order to make ready the dinner.

His sons listened to his urging.

Presently they brought in an ox.

The ox was a male.

The ox was five years old.

They skinned the victim.

They put it in order.

They butchered the carcass.

They cut the meat expertly.

They cut the meat into small pieces.

They spitted the morsels.

They roasted all careful.

They shared out the portions.

They feasted.

They feasted for the whole length of the day.

They feasted until the sun’s setting.

No man’s hunger denied a fair portion.

The sun went down.

The sacred darkness came over.

They went to their beds.

They took the blessing of slumber.

**-Book 19.447-51:**

The first of all was Odysseus.

Odysseus swept in.

Odysseus was holding the long spear.

Odysseus was holding it high.

He was holding it in his heavy hand.

He was furious to stab.

The boar was too quick for him.

The boar drove over the knee.

The boar with his tusk gashed much of the flesh.

The tusk was tearing sidewise.

The tusk did not reach the bone of the man.

**Grammatical Voice**

* **Voice** describes the relationship between the verb and the subject/object in a sentence.
  + **Active voice** is when the subject of the sentence is the one doing the action.
  + **Passive voice** is when the subject of the sentence is the target, or recipient of the action.
  + **IN ANCIENT GREEK THERE IS ALSO SOMETHING KNOWN AS MIDDLE VOICE.**

**PREPARE TO HAVE YOUR MIND BLOWN.**

**E.G.:** “My son-in-law and daughter, give him the nameI tell you; since I have come to this place distasteful to many, women and men alike on the prospering earth, so let him be given the name Odysseus, that is distasteful.” (19.406-9)

Take the simple directive “I tell you.” Break it down SVO style: “I(S) tell(V) you(O).”

Is the subject the one doing the action (am I the one doing the telling)? So that makes this sentence **active.**

In order to make this sentence passive you would switch the subject and object: i.e. You were told by me.”

Now compare “My son-in-law and daughter, give him the name,” and “so let him be given the name Odysseus.”

What is the subject, verb, and object of each part of the sentence?

“My son-in-law and daughter(S), give(V) him(O) the name” and “so let him(S) be given(V) the name Odysseus.”

Is “he” giving or receiving the name Odysseus in the second option? Receiving? Then this is **passive**.

**Now it’s time to practice. Identify whether elements of each sentence are active or passive, and practice playing around with them.**

“Lady, it is impossible to read this dream and avoid it by turning another way, since Odysseus himself has told you its meaning, how it will end.” (19.555-7)

“You were not born from any fabulous oak, or a boulder.” (19.163)

“For Zeus and Helios hated him, since his companions killed the cattle of Helios.” (19.275-6)

“Surely Zeus hated you beyond all other men, though you had a godly spirit;” (19.363-4)

“Yet I do not blame you.” (19.289)

“O respected wife of Odysseus, son of Laertes, coverlets and shining rugs have been hateful to me…” (19.336-7)

“For so I tell you straight out, and it will be a thing accomplished. If you do, and by my hands the god beat down the arrogant suitors, nurse of mine though you are, I will not spare you when I kill the rest of the serving maids in my palace.” (19.487-90)

**Independent Clause + Comma + Coordinating + Independent Clause**

**conjunction**

In the above example, **so** is the coordinating conjunction. The coordinating conjunction

establishes a relationship between the two clauses. In this case, the conjunction **so**

shows that the second sentence is a *result* of the first.

You will want to memorize the seven coordinating conjunctions and their meanings. To

make this easier, remember the acronym **FANBOYS**. Each letter stands for a different

conjunction. Here is a list of the *fanboys* and the relationship that each establishes

between two sentences.

**For** shows ***reason***. I like to read mystery novels, for I love suspense.

**And** shows ***addition***. She goes to the beach, and she takes her dog.

**Nor** adds a ***negative***. I don’t like garlic, nor **do I** like onions.

**But** shows ***opposition***. He won’t get into the concert, but he can try.

**Or** shows an ***alternative***. I will take my kids to a movie, or I will stay home.

**Yet** shows ***exception***. I want to lose weight, yet I eat chocolate daily.

**So** shows a ***result***. I will study the *fanboys*, so I can use them well.

**Independent Clause + Semicolon (;) + Independent Clause**

This method may seem like a really easy way to combine two sentences; it is. In fact,

you can use a semicolon the way you would use a period. The only difference is that

with a semicolon, there should be an obvious connection between the two sentences. In

this method, you don’t have a coordinating conjunction to establish the relationship

between the two ideas; the connection must be so clear that it does not need to be

stated.

Unclear connection: **Ms. Brown is a great teacher; I’m watching this film she mentioned.**

Connection clear: **Ms. Brown is a great teacher; she has recommended this film to us.**

**Independent Clause + Semicolon + Conjunctive + Comma + Independent Clause**

**Adverb**

This is a more formal way of combining two independent clauses. The formality is

created by the use of **conjunctive adverbs**. In the example above, **however** is the

conjunctive adverb. It means the same thing as the coordinating conjunction **but**.

Many of the coordinating conjunctions have corresponding conjunctive adverbs that

work well in writing for college, the workplace, and other formal occasions.

**Coordinating Conjunctions Corresponding Conjunctive Adverbs**

**AND**

Furthermore

Moreover

In addition

In fact

Indeed

**BUT** or **YET**

However

Nevertheless

Nonetheless

**SO**

Consequently

Therefore

As a result