



study on their own, others look for free online courses and videos to provide this instruction, while still others commit to formal theological training through higher education. Each of those language-learning formats (print, digital, and guided) are effective educational tools, but the problem is that each of those formats are primarily based on the same, antiquated teaching method. This book analyzes and assesses the current biblical language pedagogy from the vantage point of over thirty prominent professionals in the field of New Testament Greek. Their insight provides some of the first formal data on the usefulness and effectiveness of the Grammar-Translation Method for teaching biblical languages today. Additionally, this book will introduce a unique and cutting-edge approach to the process of teaching and learning the original languages of the word of God.

"Although this text was written for use in the intensive summer Greek Institute of the City University of New York, the experience of the last decade has shown it can be used successfully in a wide variety of regularly paced courses."--taken from On the Use of This Text, page ix.

Presents 12,860 entries listing scholarly publications on Greek studies. Research and review journals, books, and monographs are indexed in the areas of classical, Hellenistic, Biblical, Byzantine, Medieval, and modern Greek studies., but no annotations are included. After the general listings, entries are also indexed by journal, text, name, geography, and subject. The CD-ROM contains an electronic version of the book. Annotation copyrighted by Book News, Inc., Portland, OR

Includes section "Book Reviews."

"Compiled under the editorship of Wilga M. Rivers, Professor Emerita of Harvard University, this book is a call by 22 of the foremost researchers in the field for serious rethinking and strengthening of the foreign language program within the college curriculum. It recognizes that languages have come of age as mature partners with literature and linguistic studies in our university departments and that language and culture programs must reflect that new maturity."--Back cover.

Of the four authors Vico states that he had always before him - Plato, Tacitus, Bacon, and Grotius - the most famous has also been the most neglected. Vico and Plato is the first book-length study of Vico's relationship to his first author, Plato. This study traces the enigmatic references to Plato and the Platonists in Vico's major works. Seen in the light of its Platonic dimension, Vico's New Science forges a middle way between the extremes of dogmatism and skepticism in epistemology as well as Stoicism and Epicureanism in metaphysics and moral philosophy. What emerges from placing Vico's thought in the context of «the family of Plato» - from Socrates and Plato to Augustine and Giovanni Pico della Mirandola - is a portrait of Vico as a Platonic philosophical hero for our own time.

The primary aim of this dissertation is to present an analysis for so-called optative constructions, clauses that express a wish, hope or desire without containing a lexical item that means 'wish', 'hope' or 'desire'. A secondary aim is to contrast optative constructions with so-called polar exclamatives, clauses that express surprise, shock or dismay at a given fact without containing a lexical item that means 'surprise', 'shock' or 'dismay'. The goal is to better understand the way in which syntax, semantics and pragmatics interact in order to yield the meanings and uses that these constructions have. The core claim is that we can understand optative constructions by virtue of exploring three properties that they share. First, I argue that optatives (and polar exclamatives) contain a generalized exclamation operator EX, which serves to express an emotion towards the status of the modified proposition on a contextually provided scale. Second, I argue that semantic mood (including factivity and counterfactuality) is encoded in a distinguished Mood head, the content of which co-determines both morphological mood and the material that overtly surfaces in the position of C. Third, I argue for a generalized analysis of prototypical particles, including non-exclusive ONLY, concessive AT LEAST and unstressed DOCH. My analysis treats these particles as truth-conditionally vacuous presupposition triggers, which interact with optativity in three different ways. First, they convey additional information with respect to the modified proposition. Second, they eliminate alternative readings for an ambiguous clause, due to incompatibility. Third, this disambiguating role makes them ideal licensors for a marked utterance type. Chapter 1 of this dissertation is an introductory chapter that presents the core proposal in a nutshell. After this coarse overview, chapter 2 reviews some basic definitions and background on optatives and polar exclamatives. Subsequently, I proceed to a presentation of my entire system in chapter 3. The following chapters discuss each of the three core parts in turn, starting with the EX operator in chapter 4, followed by semantic mood in chapter 5 and finally I discuss particles in chapter 6. Chapter 7 concludes.

In this elementary textbook, Philip S. Peek draws on his twenty-five years of teaching experience to present the ancient Greek language in an imaginative and accessible way that promotes creativity, deep learning, and diversity. The course is built on three pillars: memory, analysis, and logic. Readers memorize the top 250 most frequently occurring ancient Greek words, the essential word endings, the eight parts of speech, and the grammatical concepts they will most frequently encounter when reading authentic ancient texts. Analysis and logic exercises enable the translation and parsing of genuine ancient Greek sentences, with compelling reading selections in English and in Greek offering starting points for contemplation, debate, and reflection. A series of embedded Learning Tips help teachers and students to think in practical and imaginative ways about how they learn. This combination of memory-based learning and concept- and skill-based learning gradually builds the confidence of the reader, teaching them how to learn by guiding them from a familiarity with the basics to proficiency in reading this beautiful language. Ancient Greek I: A 21st-Century Approach is written for high-school and university students, but is an instructive and rewarding text for anyone who wishes to learn ancient Greek.

A world list of books in the English language.

[Copyright: ed79b61dd4ba5ed93cd6ff450c0a5221](https://www.ed79b61dd4ba5ed93cd6ff450c0a5221)