

aspect (72-73). Further analysis of this significant relationship should prove to be a worthwhile investigation.

Questions may also be raised about Baloian's methodology. He begins with human anger and proceeds from there to the anger of God. In light of Baloian's claim that verbs or nouns for wrath are used some 518 times with God and only some 196 times with man (189), one wonders whether it might not have been more appropriate to first investigate divine wrath and then move to human anger to explore the implications of the divine example.

Lastly, the whole book testifies to careless editing. Numerous inconsistencies occur in punctuation, word spacing, line spacing, and font sizes. There are also a number of misspellings, cryptic or missing Hebrew transliterations, and incomplete bibliographic entries. A cursory comparison with the original dissertation shows that not all these shortcomings can be attributed to the author himself. It surely deserved more careful editorial workmanship. Scripture and subject indexes would have enhanced the usability of the book.

Despite the above-mentioned deficiencies, Baloian should be applauded for having taken up this marginalized aspect of biblical theology, which nevertheless has many crucial ramifications.

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Beetham, Frank. *An Introduction to New Testament Greek*. London: Bristol Classical Press, 1992. Distributed in the United States by Focus, Newburyport, MA 01950. x + 374 pp. \$23.95.

Black, David Alan. *Learn to Read New Testament Greek*. Nashville: Broadman Press, 1992. xii + 210 pp. \$19.99.

Mounce, William D. *Basics of Biblical Greek*. Grand Rapids, MI: Zondervan, 1993. *Grammar*: xiii + 446 pp. \$24.99. *Workbook*: vi + 186 pp. \$10.99.

Three beginning-level Greek grammars have been added to an already bewildering variety. These three, however, deserve mention if not adoption. Frank Beetham has given his textbook the subtitle: "A Quick Course in the Reading of Koine Greek." His stated aim is "to enable many more people to read the gospels in the original Greek with the aid of notes such as are provided by Zerwick & Grosvenor" (i). The book is designed to be covered in one year. Beetham divides his text into three "phases" with 10 "sections" each. Each section is subdivided into two or three parts, each with its own vocabulary and exercises using the grammar and vocabulary learned. Through section 21, English-to-Greek exercises are included, some with NT texts by which to check them. The Greek-to-English exercises begin to incorporate NT translation from section 14; notes accompany unfamiliar forms.

After the usual introduction to the alphabet, Beetham adds nouns (section 3) and the present active conjugation (section 4). Phase 1 closes with a "conspectus of grammar," including the paradigms already studied. In phase 2, all verbs are present active indicative. Contract verbs come in section 11 and third-declension nouns in section 12. *Mi*-verbs appear in section 15, participles in section 16, the subjunctive mood in section 18, and the optative in section 20. In phase 3 the student applies the verb structure already mastered to the other tenses and moods. With each new tense/voice/mood combination, the frequency in the Gospel of John is given. The genitive absolute and contrary-to-fact conditions are explained in section 22. Comparatives appear in section 27 and superlatives in 29. The Supplement contains a reader, with annotated passages from the Gospels, Bel and the Dragon, and Susanna. A second conspectus of grammar gives the paradigms presented in sections 11 to 30. The "Word List" gives the English translation of words included in sections 1-30, together with the number of the section in which they appear. An English index and an "Index of harder Greek words" close the book.

Several features of Beetham's book are excellent: the many exercises incorporating the new words, the readings from the NT, notes on difficult words and forms. On the other hand, it also presents some difficulties: for American students the presentation is perhaps too academic, and the type is less than pleasing to the eye.

David Black has taught NT Greek for nearly two decades. His book grows out of that experience, which has led him to believe that students need to learn the basics in preparation for practical courses in exegesis. Rote memorization is downplayed, and rational explanations are emphasized. The objective of the book is to prepare students "for the crowning experience of their studies—reading and understanding the original text of the New Testament" (ix). Thus, Black has limited himself to what is indispensable, not merely "interesting" (ix).

*Learn to Read New Testament Greek* contains 26 lessons, most of which follow a pattern: the grammatical concepts and forms to be learned, a vocabulary list, and exercises. After a lesson on the alphabet, Black goes to a "bird's eye view" of the verbal system (including voice, mood, and tense or aspect) and then to the present and future active. Nouns and adjectives of 1st and 2nd declension follow (3 lessons), just before a lesson on the imperfect and aorist active indicative. Pronouns are added in lessons 9 and 11. The middle and passive voices are presented along with deponent verbs in chapter 12. Third-declension nouns come in lesson 17. Contract and liquid verbs appear in lesson 19. One lesson each is dedicated to participles, infinitives, subjunctive, and imperative and optative moods (20-21, 23-24). *Mi*-verbs occupy lesson 25.

Lesson 26 is a bridge to exegesis; it presents six areas of application. Black suggests that students observe the aspect, the voice, the article, the word order, the syntactical structure, and discourse structure. In 13 pages he attempts to present basic instructions for reading and interpreting the NT. The epilogue gives a list of reference works to aid a Greek student in keeping alive the skills

learned. Because of the emphasis on reading, information on accents and proclitics is relegated to the appendix.

The grammar sections begin with a brief statement on the purpose and content of the lesson. The explanations are rather traditional, but clear and well illustrated by examples, from the NT in the later lessons. Paradigms are neatly presented in easy-to-read boxes. Some lessons, as the one on participles, are indeed "formidable," as Black himself admits (129), covering well both form and meaning of the whole variety of participles.

The vocabulary lists vary from 10 to 40 words, all of great enough frequency to "justify recommending that these words be learned permanently as soon as encountered" (ix). Words of the same type are grouped together. The Greek root of English words is pointed out whenever possible, to create a bridge of understanding. Each exercise section begins with helpful instructions for studying the lesson. There is no English-to-Greek translation. With lesson 18 the exercises begin to be taken from the NT, with the translation of words not yet learned and the reference given in parentheses. For lessons 23-25, the student must translate 1 Jn 1 and 2. In many ways this volume could be a respectable successor to Broadman's well-established text by Ray Summers. It is simple and manageable; its organization and appearance enhance the content.

William Mounce, who developed his method while teaching Greek at Azusa Pacific University, has authored an intriguing total package for introducing students into the intricacies of biblical Greek. In addition to the *Grammar*, Mounce has prepared a student workbook, quizzes, and tests with their answer sheets, overhead transparencies, vocabulary cards, and two computer programs: *FlashWorks*, a flash-card program that can be used as is or personalized, and *ParseWorks*, an interactive parsing program. Mounce's rationale for yet another Greek grammar is that his system approaches Greek as a tool for ministry, provides constant encouragement, teaches only what is absolutely necessary at the moment, and utilizes current advances in linguistics—and thus makes Greek easier (xiii).

The *Grammar* and the *Workbook* must be used together; both contain 35 chapters. Whereas the *Grammar* is 6.5 by 9.5 inches, the *Workbook* is 8.5 by 11 inches, providing plenty of space for writing. It is also punched for placing in a looseleaf binder. The first five lessons introduce students to the Greek language, the way the book works, the Greek alphabet and pronunciation, Greek punctuation and syllabication, and English nouns—an understanding of which must precede an understanding of Greek nouns. Chapters 6 through 14 concentrate on nouns, articles, pronouns, and prepositions. With chapter 15, the verbs take over. After a general overview, the present active (chap. 16) is followed by contract verbs, middle/passive present, future active/middle (chap. 19), and a chapter on verbal roots. A presentation of the second aorist follows that of the imperfect and precedes the discussion of the first aorist (chap. 23). Participles take up chapters 26 through 30. The last lessons cover the subjunctive (31), infinitive (32), imperative (33) and *mi* verbs (34-35). The appendix (distinguished from the rest of the book by a grey edge, 327-446)

contains charts, paradigms, reference lists, a Greek-English lexicon, and a list of words occurring more than 50 times in the NT, classified by frequency.

Each chapter begins with an "exegetical insight" on some aspect of the lesson. An overview of the lesson serves to set the objectives. The grammar is then explained in detail before the "summary" of the points covered. The vocabulary is given, together with the frequency of each word in the NT and a progress note on the percentage of the total word count of the NT; for example, at the end of lesson 18, the student knows 200 words which account for 71.12 percent of the words in the NT (151). The chapter ends with "Advanced Information" for eager-beaver students.

The *Workbook* contains some 20 translation exercises for each chapter. From exercise 6 onward, all are taken directly from the Greek NT. Naturally, the first are short and simple, while the last are complex and long. Translations of words the student is not expected to know are given in parentheses; notes on special problems appear in footnotes. Seven review lessons are provided.

Commendations are due on several counts. The appearance of both *Grammar* and *Workbook* is excellent. The layout of the *Grammar* is attractive and easy to follow. The Greek font is elegant; Mounce and his Macintosh are to be congratulated. The amount of information presented is massive, yet manageable. Overviews and summaries help learning. The gradation—in spite of the use of the NT text—is reasonably achieved. By taking beginning students directly to the Greek NT text, Mounce early sets the stage for exegesis. The drawbacks of Mounce's work are few. Those of us who are not used to applying "modern linguistics" (xiv) to our teaching will find some of the nomenclature and explanations less than friendly. Also, those who wish to provide for their students a low-cost textbook should look elsewhere.

After reviewing the three, I have asked myself: Which would I adopt as a textbook? The choice is difficult. Beetham's work would appeal to me if my students were guaranteed to be in the A or B range. I like the simplicity of Black's book. On the other hand, Mounce's creativity and use of NT are fascinating.

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Black, David A., Katharine Barnwell, and Stephen Levinsohn, eds. *Linguistics and New Testament Interpretation: Essays on Discourse Analysis*. Nashville, TN: Broadman Press, 1992. 319 pp. Paperback, \$15.99.

*Linguistics and New Testament Interpretation* consists of fourteen articles contributed by thirteen different authors such as D. A. Black, J. C. Callow, K. Callow, S. H. Levinsohn, J. P. Louw, R. Longacre, and E. R. Wendland—to name but a few. Six of them are either international translation or international linguistic consultants with the Summer Institute of Linguistics and Wycliffe Bible Translators; two are translation consultants with the United Bible societies; the others are professors of New Testament, Linguistics, or Greek.