

und eine Karte, die die Bewegungen des ersten jüdischen Krieges (66-70 n. Chr.) darstellt. Für die christlichen „Klassiker“ wie Judaea zur Zeit Jesu oder die Gegend um den See Genezaret bleibt man nach wie vor auf den Bibelatlas angewiesen.

Die Karten und Kommentarseiten sind durchweg von hoher inhaltlicher und drucktechnischer Qualität und übersichtlich angeordnet. Der Band beinhaltet ein geographisch angeordnetes, systematisches Kartenverzeichnis, Abkürzungsverzeichnisse, Ergänzungen zu den Kommentaren (Quellen, Literatur, Tabellen, S. 255-273) und ein ausführliches Register. Papierqualität und Verarbeitung sind bestens. Fazit: Ein Atlas, der zumindest für visuell orientierte Theologen eine Augenweide und eine wahre Fundgrube an Informationen bietet und die Orte und Gebiete biblischer Offenbarung und ihrer Wirkungsgeschichte in den größeren Zusammenhang und die vielfachen Verflechtungen der antiken Welt stellt. Eine Studienausgabe wäre wünschenswert.

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Sing and Learn New Testament Greek: The Easiest Way to Learn Greek Grammar

Kenneth Berding

Grand Rapids: Zondervan, 2008, £9.99, Compact Disc
+ 28 pp. booklet; ISBN 978-0-310-28463-5

SUMMARY

This CD is a tool for learning NT Greek that will aid in the language-acquisition process. The audio CD contains eleven songs written to the melodies of popular nursery rhymes. The booklet, which contains all of the song lyrics, grammatical forms, charts and related rules, is absolutely necessary when learning the songs, as several songs will be much too fast to be learned without it. Certain songs are arranged more difficultly than others. While each is sung through at least twice, the collection would have been enhanced had the songs been sung slower and run through at graded, incremental speeds. Nevertheless, the beginner Greek student will find this resource beneficial.

ZUSAMMENFASSUNG

Diese CD ist ein Werkzeug zum Erlernen des neutestamentlichen Griechisch, dass den Sprachlernprozess hilfreich begleiten wird. Die Audio-CD enthält elf Lieder, die zu den Melodien beliebter Kinderlieder geschrieben wurden. Das Heft, das alle Liedtexte, grammatischen Formen, Schaubilder und Regeln enthält, ist zum Lernen der Lieder absolut notwendig, da mehrere Lieder viel zu schnell sind, um ohne das Heft erlernbar zu sein. Bestimmte Lieder sind schwieriger arrangiert als andere. Obwohl jedes Lied mindestens zweimal gesungen wird, hätte man die Sammlung verbessern können, wenn die Lieder langsamer gesungen und in verschiedenen Geschwindigkeiten aufgenommen worden wären. Nichtsdestotrotz wird jemand, der beginnt

Griechisch zu lernen, die CD hilfreich finden.

RÉSUMÉ

Ce CD d'apprentissage du grec du Nouveau Testament est un bon outil pour aider au processus d'acquisition de la langue. Il contient onze chants écrits sur des mélodies de chants d'enfant populaires. Le livret contient les paroles des chants, l'analyse des formes grammaticales, des tableaux et les règles appropriées et il est indispensable pour apprendre les chants, car certains d'entre eux sont bien trop rapides pour être appris sans cette aide. Certains sont plus difficiles que d'autres. Chacun est chanté deux fois, mais l'album aurait beaucoup gagné si les chants avaient été chantés plus lentement, puis progressivement plus vite. Le débutant trouvera tout de même ce CD utile.

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I never imagined that I would review an audio CD for an academic journal. But when I noticed that Dr. Ken Berding (Talbot School of Theology, Biola University) had produced an audio resource which promised to help biblical language students more easily learn NT Greek, I had to enquire further. Even though the idea of singing Greek still sounds a bit silly to me, I must admit that I found much of this project useful.

Sing and Learn New Testament Greek employs a pedagogical principle for learning biblical Greek that language theorists have endorsed for years: music can improve one's ability to learn foreign languages (see Carmen Fonseca Mora, 'Foreign Language Acquisition and Melody Singing', *ELT Journal* 54.2 [2000]: 146-152). This CD (along with the 28-page booklet), then, should not be mistaken for the lazy student's guide to avoiding paradigm memorization. It is rather a supplemental tool that will aid in the language-acquisition process by helping students recall lexical patterns that have been stored in their minds through assimilation with easy to remember music. Understood in this way, Berding's approach is a step forward in biblical language instruction. As Berding himself explains in the accompanying booklet, 'You can't learn Greek without some memorization of forms. But it is always easier to learn through music' (4).

The audio CD contains eleven songs written to the instrumental melodies of some of the most widely recognizable tunes in the English-speaking world. Their titles (here followed in brackets by the names of their popular melodies) indicate the grammatical lessons to be learned: [Greek] Alphabet Song ('The [English] Alphabet Song'), Article Song ('Three Blind Mice'), Noun Endings Song ('The Farmer in the Dell' or 'A Hunting We Will Go'), Indicative Verb Endings Song ('Yankee Doodle'), General Verb Forms Song ('I've Been Workin' on the Railroad'), Participles Song ('Old McDonald Had a Farm'), Infinitives Song ('For He's a Jolly Good Fellow'), Imperatives Song ('Row, Row, Row Your Boat'), Contract Forms Song ('Twinkle, Twinkle Little Star'), Ei0mi/ Song ('Mexican Hat Dance'), and Prepo-

sitions Song ('Joshua Fit' the Battle of Jericho'). While some language purists and music connoisseurs may scoff at the idea of learning Greek through nursery rhymes, Berding contends that these 'familiar songs have the psychological advantage of already being known and of making you feel that what you are doing is easier' (Booklet, 6). Berding admits that his method is not for the 'linguistically particular', but believes it to be beneficial 'for those who are simply trying to learn to read the Greek New Testament and use it in ministry' (5).

Several other features also make this resource rather attractive. While the longest recording on the album is 1 minute, 46 seconds and the shortest song a mere 35 seconds, Berding boasts that each can be sung as quickly as 15 seconds, making for fast and easy review. The booklet (also available in PDF format on the CD), moreover, contains all of the song lyrics, grammatical forms, charts and related rules. The booklet, then, is *absolutely necessary* when learning the songs, as several songs will be much too fast to be learned without it (e.g., indicatives and participles). One can with some effort memorize all of the lyrics, but it is very important to pay close attention to how the verses are arranged in relation to the various paradigms.

Certain songs, to be sure, are arranged more difficultly than others. The verses for the noun endings, for instance, introduce each case sequentially in all three declensions (e.g., α/η , $\omicron\varsigma$, $\omicron\nu$) rather than by running directly through the individual declensions case-by-case (e.g., α , $\alpha\varsigma$, $\acute{\alpha}$, $\alpha\nu$). Moreover, although the noun endings are learned with final stem vowels (e.g., $\omicron\varsigma$ rather than ς), verbs are presented without connecting vowels (e.g., $\mu\epsilon\nu$, $\tau\epsilon$, $\sigma\iota$, rather than $\omicron\mu\epsilon\nu$, $\epsilon\tau\epsilon$, $\omicron\sigma\iota$) – presumably to correspond with Mounce's *Basics of Biblical Greek*, 2nd ed (Zondervan, 2003). Still, Berding departs from Mounce's model by presenting first declension nouns prior to the second declension, which will create difficulty for Mounce users and should be corrected in future editions. The Indicative Song would also be more user-friendly had it been divided into multiple parts. Finally, while each song is sung through at least twice, the entire collection would have been enhanced significantly had the songs been sung slower and run through at graded, incremental speeds.

Despite these shortcomings, the typical first-year Greek student will find this resource beneficial. In fact, when I enquired a local NT Greek instructor about which recordings he surmised would be most valuable to his learners, he indicated that the Alphabet Song and Preposition Song would be immediately useful to his beginning students. The technique will admittedly take some getting used to, but this approach should not deter students – as long as they have open minds.

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On the Road Encounters in Luke-Acts. Hellenistic Mimesis and Luke's Theology of the Way

Octavian D. Baban

Paternoster Biblical Monographs

Milton Keynes: Paternoster, 2006, xviii + 332 pp.,

£24.99, pb; ISBN 978-1-84227-253-4

SUMMARY

This rewritten dissertation deals with journey motifs and on the road encounters with their 'recognition and discovery' moments, particularly those in Acts 8-9. Baban argues that Luke was heavily influenced by Aristotle's literary theory and by Hellenistic conventions. In particular Luke offers a selective and interpretative representation of reality called *mimesis*. The author plays down Jewish influences on Luke. His book offers much information about classical sources and about previous scholarship.

ZUSAMMENFASSUNG

Diese überarbeitete Dissertation beschäftigt sich mit Reise-motiven und Begegnungen auf dem Wege mit ihren Momenten des „Erkennens und Entdeckens“, besonders jene in Apostelgeschichte 8-9. Baban argumentiert, dass Lukas stark von der literarischen Theorie des Aristoteles und von hellenistischen Konventionen beeinflusst war. Lukas bietet insbesondere eine selektive und interpretative Repräsentation der Wirklichkeit namens *Mimesis* an. Der Autor spielt jüdische Einflüsse auf Lukas herunter. Sein Buch bietet viele Informationen über klassische Quellen und über frühere gelehrte Beiträge zum Thema.

RÉSUMÉ

Cette révision d'une thèse de doctorat traite du thème du voyage et des rencontres sur la route en prêtant attention aux moments de reconnaissance et de découverte, notamment en Actes 8-9. Baban soutient que Luc était très influencé par la théorie littéraire d'Aristote et par les conventions hellénistiques. En particulier, Luc offre une représentation interprétative sélective de la réalité, la *mimesis*. L'auteur minimise les influences juives sur Luc. Il apporte beaucoup d'informations sur les sources classiques et la recherche antérieure.

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Octavian Baban is a Romanian who is New Testament lecturer at the Baptist Theological Institute, Bucharest, and the Bucharest State University. He gained his PhD from London Bible College (now the London School of Theology) in 1999. The present book is a thoroughly rewritten version of that study. Baban thinks that Jesus' journey to Jerusalem (Lk 9-19) is by no means the only important journey in Luke-Acts. He rather sets up the Emmaus story (Luke 24) as the model for several other stories in the Third Gospel and the Acts of the Apostles which describe 'on the road' encounters, in particular for the stories about post-Easter encounters with Jesus in Acts 8-9. He argues that Aristotle's *Poetics* with its rec-