Learning

Biblical Koine Greek

by

Lorin L. Cranford

Fourth Edition

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Fourth Edition 2002

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This Grammar is dedicated to

my loving wife and best friend

Claire M. Cranford

whose constant encouragement and positive spirit have lifted me
time and time again out of the sleugh of discouragement
into the bright determination to produce a work
which reflects my years of intense study and
work with the Greek New Testament,
and which hopefully catches the user
up in that same spirit of love and
commitment to the study and
implementation of the ideas
gained from the powerfully
ancient but ever relevant
documents we believe
to be God's Word.

...ἵνα Χριστὸν κερδήσω καὶ εὑρεθῶ ἐν αὐτῷ,
μὴ ἔχων ἐμὴν δικαιοσύνην τὴν ἐκ νόμου ἀλλὰ
τὴν διὰ πίστεως Χριστοῦ, τὴν ἐκ θεοῦ δικαιοσύνην
ἐπὶ τῇ πίστει,
τοῦ γνῶναι αὐτὸν καὶ τὴν δύναμιν τῆς ἀναστάσεως αὐτοῦ καὶ
τὴν κοινωνίαν τῶν παθημάτων αὐτοῦ, συμμορφιζόμενος τῷ θανάτῳ αὐτοῦ,
εἴ πως καταντήσω εἰς τὴν ἐξανάστασιν τὴν ἐκ νεκρῶν.

Preface:

As one sets out to produce a new beginning Koine Greek grammar, reasons for such an endeavor should be clearly in the mind of the author, as well as be clearly articulated to the potential reader and user. With a flood of such grammar's available, the basis for a new grammar should be well established.

For one who has been teaching Koine Greek and German about a quarter of a century, as well as having worked extensively with classical and Septuigental forms of ancient Greek, the basis for this endeavor grows out of continual dissatisfaction with present grammars that never seem to adequately address the grammar issues and especially the pedagogical strategies for teaching a foreign language. This grammar attempts to address those issues, especially for the undergraduate beginning student of elementary Greek.

Some of those issues relate to learning form and function together rather than artificially separating them as is usually the case. This slows down the learning of forms but enables a better grasp of the forms and what they signify. Another issue addressed in this grammar is to emphasize language learning as a window into the thought-world and culture of the first Christian century. Unlike the pattern of modern foreign language grammars, the typical beginning ancient Greek grammar ignores this essential aspect of language learning. This has disastrous consequences. Students find sustained motivation for grammar study enormously more difficult. A false conception of the Greek language as somehow detached from real life in the ancient world usually results, thus limiting the student's ability to interpret ancient texts. This grammar attempts to lay the foundations for correcting this with the Learning the Culture through the Language section of the lessons, as well as the short stories in Greek in the early lessons.

Also, this grammar seeks to break new publishing ground by being released only in electronic form. With an exploding number of individuals having access to computers and the internet, a grammar published in this format makes sense as a way to be environmentally sensitive, as well as be cost effective to the purchaser. Especially useful will be the hyperlinks both inside and to URLs outside the grammar. The user can quickly go to the desired place inside the grammar by simply clicking on a hyperlink.

This format has been tested out during the 1998-99 academic year at Gardner-Webb University with a rough draft of this grammar used in the first year undergraduate Elementary Greek class. This class provided invaluable help and suggestions for how to take advantage of an electronic format for teaching. Many changes have taken place from the original vision of the grammar. As time passes I'm quite confident additional insights will lead to modifications of the grammar. The electronic format of the grammar makes these changes much easier to do.

My prayer is that the study of biblical Koine Greek will inspire a life-long study of the Greek New Testament in a quest to gain more and more spiritual insights for serving our Lord.

-- Lorin L. Cranford
Boiling Springs, NC
July 1999

Preface to Second Edition

The second edition greatly expands the coverage of the grammar to include practice exercises, vocabulary lists for individual learning, and the written exercises in word processing formats enabling homework to be completed electronically. Additionally, the material in the grammar has been revamped for sixteen lessons with a program of study that can cover either two or three semesters depending upon the class needs. The electronic format of the grammar facilitates continual revision much easier than a print edition and thus makes incorporation of classroom insights much easier.

August 2000

Preface to Third Edition

The third edition continues the tradition of expanding the content and accessibility of the grammar. In this revision, addition practical drills are added. Also, numerous additional hyperlinks to the internet location of all of the appendeces are set up.

The written exercise files have been inserted in the MS Word .doc files. Since other programs now contain excellent import filters for MS Word .doc files, the wpd and lwp files have been removed. The .doc files are formatted in Word 2000, but should be backwards compatible to Word 97. MS Word 95 will not pick up the hyperlinks inserted in the files. Some reformatting may be necessary when these .doc files are brought up inside Word Perfect or Lotus Word Pro.

The periodic updating of the appendeces will be made to the web site PDF files, thus enabling the user to access the very latest updates. Some rearrangement of content along with insertion of graphics are included in this edition with the aim of making the material more readable and understandable.

The CD-ROM disk will also contain the latest windows version of the Adobe Acrobat Reader ready for installation on the user's computer. This will overcome the limitations that some face with a slow dial-up modem and the very large Acrobat Reader download. To install the Reader from this CD, click on your **Windows Exlorer**, go to the drive where this CD is located, then click on **Setup** in the **Acrobat Reader 5.0** folder. Follow the instructions on your screen.

Also, the user will want to experiment with the new Adobe eBook Reader from www.adobe.com; this free download program creates an audible voice reading of PDF files, including the grammar.

Also included for the first time is Appendix 10 containing the list of the six principle parts of verbs occurring at least twenty times in the New Testament. This list will be invaluable for determing the spellings of the basic vocabulary verbs as they occur across the various tenses in the Greek New Testament.

The PDF files on the CD-ROM have been reformatted to enhance print outs of the files. This should address some of the problems a few have had with printing. The appendeces files located at Cranfordville.com are still formatted for screen viewing and limited printing capabilities.

August 2001

Preface to Fourth Edition
With this revision of the grammar several new features have been incorporated in order to make the grammar more user friendly as well as to provide additional information. Note the following:

(1) Sound bites are included for the first time in order to assist in the pronounciation of Greek words and sentences. These can be readily identified by the ◁ icon located by the side of Greek text. For you to be able to listen to these files your computer will need an installed sound card that is activated, along with a software program such as Windows Media Player that can play files in the .wav format. Any audio software that can play the wav files should work fine. If this software is associated with your Acrobat Reader, then the mere clicking on the Open button, when the icon is activated by a left-mouse double click, will activate this software and play the file.

(2) The files of the appendix etc. are attached at points in each lesson. This is in addition to the hyperlink to these appendix files at Cranfordville.com. This will enable you to access these files while working offline from the internet. The appendix files link is identified by the   icon. A mere clicking on the icon will automatically bring up these PDF formatted files inside the Ac-   robat Reader.

(3) A **Tips** section has been added in order to provide summary helps and learning emphases. These highlight crucial aspects of the Greek grammar that need to be mastered as a part of the learning experience with the language. This expands the earlier use of the icon that emphasizes important matters.

(4) For the first time, hyperlinks to the various lessons etc. are embedded in the gkgrm00.pdf file. Thus, you can use *either* the gkgrm00.htm file or the gkgrm00.pdf

file in order to navigate to the entire grammar. If you only want to use the Acrobat Reader software for viewing the files, then bring up initially the gkgrm00.pdf file. In either case, to bring up the Windows Explorer utility software in a PC and then click on the desired file will load either the Acrobat Reader or your default internet browser.

(5) In the lesson files you will occasionally notice a key ▬▬◖ icon. These contains a popup note giving further explanation of the subject at hand. The intent is to provide helpful information that will anticipate questions arising from the lesson material. Just click on the icon and the note will come up as a submenu on your computer screen. In order to print these out, along with the file itself, make sure to click on the *Comments* button in the printer submenu when you prepare to print the pdf file from inside the Acrobat Reader.

(6) The above features that have been incorporated into the fourth edition of the grammar require the Adobe Acrobat Reader version 4.0 or above. Earlier versions of the Reader will not activate these features. Of course, the CD-ROM disk containing your grammar also contains version 5.0.5 of the Reader for the Windows operating system. It can be installed onto your computer hard drive for use with the grammar. If you are using a MAC system then go to the Adobe website (http://www.adobe.com) and download the free MAC version of the Reader for your computer.

(7) The pdf lesson files have been created in a new format that should be less error prone in printing out the files. After receiving professional training in programing inside Adobe Acrobat this past spring, I have learned more about anticipating possible computer problems with the Acrobat system. Hopefully these files won't cause difficulties with an unimaginable range of computer systems that have been used with this grammar. If difficulties arise, then please email me at CLV@cranfordville.com for assistance.

(8) Some additional **Learning The Culture Through The Language** sections have been added to the earlier lessons. These have proven quite helpful in providing insights into the world of the Greek New Testament. Also, a new double column format has been incorporated for a cleaner visual effect that should make the grammar easier to read.

August 2002

Introduction

The format of this grammar needs some explanation so that the user will be able to use the materials efficiently and trouble free. The grammar is set forth for use at two different levels: (1) purely electronically through a computer screen, and then if desired, (2) in printed form -- by the individual user. The use of the Adobe Acrobat PDF file format makes this possible, and with color and graphics, but at a very reasonable cost.

Very important to the use of this material is understanding the layout intended for study. The design includes both the grammar material and the written exercises, thus combining into one text the two basic parts of beginning Greek study. Each Lesson following the first is set up in a similar manner and includes the following elements. Specific learning actions are set off with a symbol in order to associate activities in the Written Exercise with the appropriate section in the text.

Learning Objectives. The first item in each lesson will be the following list of learning objectives for the lesson. These are listed for each lesson and remain the same for lessons two through seventeen. The content of each lesson is related to these objectives. Another important note: hyperlinks to the sections of each lesson are set up in the objectives. To go directly to the desired grammar discussion simply click on the learning verbs. To go directly to the appropriate section in the Written Exercise simply place your cursor over the number in front of the learning verb. Your Acrobat Reader cursor will change from a hand spread out, the a hand with the index finger pointing upward when the cursor is placed over a hyperlink. The model below is set up for the contents of the Introduction as an example of the structure in the Lessons. Test it out to become familiar with how it works.

Upon successful completion of this lesson, you can correctly:
1. *Conjugate* specified Greek verbs and/or verbals.
2. *Decline* specified Greek nouns or noun derivatives.
3. *Parse* specified words contained in Greek sentences.
4. Classify specified dependent clauses.
5. *Translate* specified Greek sentences into English sentences.
6. *Diagram* specified Greek sentences.
7. *Read* aloud specified Greek words and sentences.

Understanding the Culture through the Language. One doesn't learn a language! Rather, a culture is learned through gaining reading and speaking skills with the language reflecting that culture. The short stories in the written exercises as well as the introductory section of the later lessons underscore the principle that learning Greek is not a worthwhile goal within itself. Rather, the study of Koine Greek is but a means to a greater goal: to understand the world out of which the New Testament originated. Such insight is essential to correct interpretation of the text of the New Testament. That world can be accessed by several means and language is one of the best avenues. It reflects the ancient thought world and its way of perceiving reality. Though this section represents beginning efforts to address this issue, it attempts to lay the foundation of growing awareness of and interest in the first century world, both the Roman and Jewish aspects.

Elements of the Sentence. At the top of the priority list for learning Koine Greek is to learn the way sentences are put together. This section will systematically treat the various aspect of the sentence structure, both in English and in Koine Greek. Both language forms are necessary to examine for the process of translation involves moving the perceived thought in the source language, Greek, into the receptor language, English. Crucial to correct transferal of the thought is comprehension of how it was set up to begin with, and then how to best preserve that thought in the

appropriate English structure. In almost thirty years of teaching elementary Greek at both the seminary and under-graduate university levels, I have come to the conclusion that most English speaking students do not adequately understand how their language puts thoughts together in order to create ideas in sentence form.

Both sentence form and function will be treated in the lessons. Beginning with the simple sentence form in a declarative function in lesson two, the study will move toward the full range of possibilities, both in English and Greek. The goal is to learn to think analytically every time the Greek text of the New Testament is opened. Since the study is intended to do more than simple reading of an ancient text, concern with the structure of ideas becomes essential in order to exegete an ancient text. This necessitates a detailed grasp of the structure of Greek sentences. The ancient world thought in ways drastically different from modern American thinking, especially in the writings attrib-uted to the apostle Paul. The huge stylistic variations contained in the writings of the New Testament documents is a important part of the analytical process, and particulary important since the translation process into English generally obliterates these variations completely.

Gaining a basic comprehension of Greek sentence structure and how it compares to English sentence structure is a major goal of this first year of study. It will be continued during the second year in greater detail. One very helpful tool for doing this analysis of Greek sentences is a process I've labeled Block Diagraming. The objective is to visually lay out the core thought expression on a base line, and then insert the expansion elements at the appropriate points above or below the base line depending upon whether the modifier is located before or following what it modifies. The principles for doing this will be gradually introduced. The next stage of analysis is then to evaluate how these core thought expressions are connected to one another in order to create a flow of thought from start to finish. In the later lessons of this grammar the process for doing this level of analysis, called Semantic Diagraming, will be introduced. This will provide a basis for grasping the 'arguments' of a writer in order to better determine the intended point(s) being made in a document.During the second year of study, additional elements of dealing with the significance of literary form, genre, will be brought into the picture for more expert level of analysis.

Elements of Grammar. The component elements of a sentence are words. Words which relate to one another in specific ways in order to create the complete thought contained in a sentence. This implies two aspects of analysis.

First, words are referents; that is, they contain references to perceived meaning within themselves. This has to do with the origin of the word, the etymology, and the history of its use. For example, the word 'woman' comes from the Old English *wifman*, later *wimman*. Its etymology breaks down into two component parts: *wif* = wife, *man* = man in the primitive sense of human being. Thus the pure etymology of the word 'woman' suggests the meaning of the word is "wife-person." This may have been true in an earlier period of English culture, but one would not want to argue that this is the present meaning of the word. In today's culture the word simply refers to a female person who has moved in age beyond childhood and teen years into adult life. She may or may not be married, and thus a 'wife,' an entirely different word to specify a different situation for a woman. A couple of observations: to base a word's meaning on etymology alone is woefully inadequate, yet a lot of very bad theology has been developed on just that basis. Also, the study of the history of changes in meaning over time can provide helpful insights that tell us how the present meaning has come into being.

Second, words have not only cognant meaning but connative meaning. They can convey different levels of emotion according to the context in which they are used. Contrast the difference between these two uses of the word 'woman.' First, "the man noticed how beautiful the woman is." Second, "her husband defiantly declared, 'She is my woman!'" Two entirely different emotional feelings are attached to the same word, one positive, one derogatory and demeaning. These same levels of cognative and connative meaning are found in Greek words. Because sentence context plays such an important role in the determination of the latter sense of meaning, we will attempt to give special attention to the context of a word's use in order to conclude how best to render it in English.

Context in part means how the word is connected to other words in order to form a sentence thought. Determin-ing this connection is a particular challenge in Greek. In English the connection is largely determined by where the word is placed in the sentence: typically the subject goes before the verb, the direct object comes after the verb; short modifiers go before the word they modify while lengthy modifiers follow it etc. Style in English is in part the creative placement of words that although are still grammatically correct (that is they can be identified as subject, object etc.) are variations from the basic structure so as to create interest and anticipation in the mind of the reader. In order

words, the reader has to think before meaning becomes clear from the visually read words.

In Greek the possibilities of variation in word placement are infinitely greater than in English. This is due to the inflectional endings placed on the stems of words. These endings define the role the word is playing in the sentence -- subject, object etc. -- irregardless of where they are placed in the sentence. Thus for example, every Greek noun has ten different spellings to the two normally for the English word. The Greek word via these different spellings can be assigned a specific function in the sentence merely by the ending, and then be placed virtually anywhere in the sentence. And Greek sentences tend to be much, much longer than English sentences! Note Eph. 1:3-14 is one sentence in the Greek text, and is followed by another long sentence in 1:15-23. Unravelling such sentence structure can be achieved only through learning what role each word plays.

Thus a lot of attention will be given to learning to identify what these different spellings tell us about the precise meaning of the word and about its role in the sentence.

✂ **Parsing Models**. To cut up words into their basic aspects in order to grasp their precise meaning is the process known as parsing. This activity, although sometimes tendious and time-consumning, is necessary especially for the beginning student of Koine Greek, if he/she is to know how to correctly translate the word into English. Parsing, as defined in this grammar, contains two significant dimensions: morphology and syntax. Morphology has to do with identifying the form of the word. For example, λέγεις is broken down into the elements, present tense, active voice, second person singular. The syntax of λέγεις means at minimum to identify the role of the present tense, that is, Descriptive (the label for simple linear action). Identification of both the form and the function are important not only to the translation but also to the exegesis of the word.

The models for different parts of speech will differ from one another according to the appropriate information needed in the word analysis. Two common elements of all the models will be the lexical form and the translation.

The Lexical Form simply refers to the sequence of alphabetical listing of the word in the dictionary. For example, most lexicons list verbs in the sequence of the present indicative first person singular spelling. Thus one has to know the lexical form in order to look up the meaning of the word. In addition, learning the lexical form becomes a significant part of vocabulary knowledge of the Greek language. This means drill work with vocabulary lists!

The other common element to the parsing models is the Translation. This means translating the word being analyzed, not the lexical form! The Translation activity is intended as the climax of the analysis process. After you have identified the component elements of the word, as signaled by the ending, and the root stem meaning of the word, you are now ready to translate the word according to the context in which it is used in the exercises. To be sure, some of this activity will seem to be tedious at times, but it is absolutely necessary to get to the point where this 'parsing' takes place instantly in your mind when you read a word in the Greek text. Writing it out in repetitious drill in the Written Exercises will help internalize the analytical process.

Each lesson will list in the Parsing Model section the appropriate parsing models to be used for the grammar emphasis of that lesson. Also, Appendix 2 contains the entire listing of the parsing models, for quick reference.

❖ **Conjugating Verbs/Verbals**. The foundation of all western languages is the verb, the actions world that defines the activity being described in the sentence. Verbs, along with their derivatives, infinitives and participles, are basic to comprehending the concepts expressed in each sentence. The richness of expression possible with highly inflected spellings challenges the English reader who is not accustomed to so many different ways to spell each verb. However, by learning a core set of spellings one can master the recognition of most every verb in the Greek New Testament in terms of parsing it, that is, breaking it down into its component elements of tense, voice, mood, person, and number. Once the lexical meaning of the verb stem is understood (usually by looking it up in a lexicon), comprehension of the verb's meaning is obtained.

The process of listing verbs according to their component elements is called conjugation. The activity is a necessary part of learning the details of the spellings of verbs in order to understand their meaning. Appendix 3 contains a tabular listing of all the spellings to be learned in this grammar.

⌘ **Declining Nouns and Noun Derivatives**. Nouns and those words derived from them, adjectives and pronouns, are major building blocks of a Greek sentence as the core idea of the verb is expanded. Greek nouns come

in three basic sets of spellings, i.e., three declensions. The first two declensions are closely related to one another in spellings etc., while the third declension is something of a catch-all category reflecting the richness of dialectical background to the common (Koine) form of the Greek language established by Alexander the Great in the fourth century B.C.E. Different forms of Greek developed in the isolated mountain villages of the Grecian peninsula, with the Attic dialect exerting the greatest influence especially in the classical form of the language. The unification and symplicification of the language under Alexander, as well as the extensive use of the language throughout the eastern part of the Mediterranian world, brought about a universally used language by the beginning of the Christian era. But this didn't mean that everyone in Paul's day spoke or spelled the language exactly the same way. Many different pronounciation systems existed in the ancient world, as well as spellings based on dialects.

For that reason, complete mastery of Koine Greek used during the first Christian century remains a challenge for the linguist scholar who spends a life time studying the language. For example, take a look at the insights of one of the linguistic giants of the twentieth century, A.T. Robertson, in his massive historical grammar. But, via the modern study of languages and the printed Greek texts of the New Testament, a basic pattern of word spellings emerges and forms the basis of the learning of the foundations of the language. These will form the basis of our learning adventure in this grammar.

The process of listing nouns according to their component elements is called declining. The activity is a necessary part of learning the details of the spellings of nouns etc. in order to understand their meaning. Appendix 4 contains a tabular listing of all the spellings to be learned in this grammar.

  📖   **Vocabulary**. Not only is it essential to learn how to spell Greek words, one must also learn the root meaning of Greek words. Translation and exegesis of scripture texts are impossible otherwise. Three aspects of a Greek word are central to determining its meaning: (1) spelling, (2) etymological meaning both cognatively and connatively, and (3) context of occurrence. Conjugating, declining, and parsing concentrate on meaning through the spelling of the word. The lexicon (dictionary) provides sources of information about the etymological and historical meaning of the word. Word definition evolves over a period of time with the continued use of a word; it goes different directions via use in different geographical regions; different cultures' use of the term imposes distinct shades of meanings via the concept originating in other languages indigent to the culture rather than in Greek. The latter is especially important for New Testament Greek because of the enormous influence of the Septuigant's translation of Hebrew as the basis for so many words used in the New Testament.

Learning vocabulary has been considered a pain for Greek students for decades, but only with expanding knowl-edge of word meaning in one's head can proficiency for reading the text of the New Testament rise to a level to make studying possible within the typical limits of timeimposed by vocational demands. The minimum level of vocabulary skill established in this grammar is a 20 word plus frequency; such words are listed in **bold** print in the vocabulary section of the grammar. Other words are listed for developing a general awareness of word meanings. You should seek to master the basic vocabulary by using flash cards etc. so that it becomes unnecessary to look these words up in the lexicon when reading Greek texts. Read through the other words repeatedly, reflecting on their meanings, as a part of your expanding skill in the language.

The word meanings used in this grammar are based on Johannes P. Louw and Eugene A. Nida, *Greek-English Lexicon of the New Testament based on Semantic Domains*, 2 vols (New York: United Bible Societies, 1988). This lexicon breaks new ground in attempting to determine word meanings utilizing late twentieth century principles of lexicography. Appendix 1 contains a summary listing of the words in the first half of the grammar. By lesson nine the assumption is that the student will have purchased the Louw-Nida lexicon either in the print or the electronic copy which comes as a part of the utility packages of most of the leading Bible study software, such as Gramcord, Bible Works, or Logos Systems.

  ✍   **Written Exercise**. As someone once observed, learning takes place when thought procedes from the eyes and ears through the brain and to the index finger. Each lesson contains a written homework assigned emphasizing the items covered in that lesson with some ongoing review work. The design of the grammar is for each lesson to cover two or three weeks of class time with the final class period to be the grading of the homework in class. In addition to the written exercise being contained in PDF format at the end of each lesson, it is also available in MS Word 7.0 (.doc), Word Perfect 9.0 (wpd), and Lotus Word Pro 9.5 (.lwp) formats for completion electronically. Using this PDF

file, identify the desired file format at the end of each lesson and then bring up this file inside your word processor. The BST Greek fonts will need to be downloaded and installed first; download and install the free BSTGreek True Type fonts from Bible Study Tools.

The best use of the learning experience is to begin working on the assignments at the beginning of the study of each lesson. This prevents the hurried, last minute rush toget an assignment completed thus short circuiting the learning experience. Foreign language study can only be effective when a consistent pattern of regular study is completed over an extended period of time. Given the complexities of the Greek language for the English language student, this principle of learning is all the more important!

Appendix 8 contains a comprehensive listing of all the elements of Koine Greek grammar with an indication of the lesson where each item is covered. You will want to refer to this appendix often for reference purposes since it serves as a massive index of the grammar.

Table of Contents:

Instructions:

In order to access the files listed below in the right margin, click on the upper left-corner menu FILE and then OPEN. Highlight the desired file to open it. Ordinarily your Acrobat Reader would already be positioned to the drive where the CD-ROM disk is located containing these files since you have opened this file. If not, then go to your CD drive in order to access these files. Once the desired file is opened, hyperlinks will speed up navigation inside the file. Inside the Acrobat Reader, when you come across a hyperlink the 'open hand' shaped cursor will turn into a 'closed hand with the index finger pointing up'. Most of the hyperlinks are indicated by a red color inside a chart at the beginning of the file. In this edition, you can navigate directly from this ToC PDF file to the various other files for each lesson by clicking on the file name listing below.

File Name:

Sentences:	Simple Form
	Subject, Verb, and Objects
Verbs:	Present-Active-Indicative of ω-Conjugation Vowel Stem
	Present-Active-Indicative of μι-Conjugation δίδωμι
Nouns:	First & Second Declensions Nominative, Dative, Accusative
Pronouns:	Third Person Personal Nominative, Dative, Accusative
Adjectives:	First & Second Declensions Nominative, Dative, Accusative Attributive Function

Sentences:	Compound Sentence Form using Independent Clauses
	Uses of καί and ἀλλά
	Modification with Genitive, Ablative, Locative, Instrumental Cases
Verbs:	Imperfect-Active-Indicative of ω-Conjugation Vowel Stem
	Imperfect-Active-Indicative of μι-Conjugation δίδωμι, τίθημι
	Present-Active-Indicative of μι-Conjugation τίθημι
Nouns:	Second (Genitive/Ablative) and Third (Dative/Instrumental/Locative) Endings

Sentences: Compound Sentence Form using γάρ
Complex Sentence Form with Subordinate Conjunctive Clauses
     using ὅτι, ἐπεί etc. to express cause
Infinitives using διά to express cause
Prepositions and Cases expressing cause
Verbs: Present-Indicative of εἰμί Verb
Imperfect-Indicative of εἰμί Verb
Clauses: Conjunctive Adverbial Causal use of Dependent Clauses

Sentences: Direct Objects using single words, infinitival phrases, and subordinate clauses
Verbs: Future-Active-Indicative of ω-Conjugation Vowel Stem
Future-Active-Indicative of μι-Conjugation δίδωμι, τίθημι
Future-Indicative of εἰμί Verb
Infinitives: Subject and Object Functions
Pronouns: First Person Personal ἐγώ
Second Person Personal σύ

Adjectives: Predicate Function
Clauses: Substantival Object function of Conjunctive Dependent Clauses

Sentences: Substantival Subject and Adverbial Temporal uses of Conjunctive Dependent Clauses
Adverbial Time uses of the Infinitive
Temporal Expressions with Prepositions and Cases:
     Locative, Genitive, Accusative Cases
Adverbs of Time
Verbs: 1/2 Aorist-Active-Indicative of ω-Conjugation Vowel Stem
1/2 Aorist-Active-Indicative of μι-Conjugation δίδωμι, τίθημι, ἵστημι
Present-Active-Indicative of μι-Conjugation ἵστημι
Imperfect-Active-Indicative of μι-Conjugation ἵστημι
Pronouns: Near Demonstrative οὗτος, αὕτη, τοῦτο and Remote Demonstratives ἐκεῖνος, -η, -ο

Sentences: Asking and Answering Yes/No Type Questions
Asking a Deliberative Question
Asking a Rhetorical Question

Types of Comparisons: (1) less than, (2) equal to, (3) more than

Verbs: 1/2 Perfect-Active-Indicative of ω-Conjugation Vowel Stem
Perfect-Active-Indicative of μι-Conjugation δίδωμι, τίθημι, ἵστημι
Deliberative Function of Future Tense
Interrogative Function of Indicative Mood
Subjunctive Mood Forms and Uses

Prepositions: Explicitly Adjectival Constructions

Lesson 8: "Places and Locations"

Sentences: Inferences using the coordinate conjunctions οὖν and ἄρα
Asking and Answering Information Questions: Where? Why? How? When?
Greek Relative Dependent Clauses

Verbs: Pluperfect-Active-Indicative of ω-Conjugation Vowel Stem
Pluperfect-Active-Indicative of μι-Conjugation δίδωμι, τίθημι, ἵστημι
Optative Mood Forms and Uses

Infinitives: Verbal Purpose Use
Verbal Result Use
Absolute Use

Nouns: Using Prepositions and Cases to identify Places and Location:
Genitive, Ablative, Dative, Locative, Accusative Cases
Independent Nominative Case
Accusative of Purpose Case
Accusative of Result Case

Pronouns: Quantitative Correlative Relative Pronouns ὅσος, -η, -ον

Clauses: Adverbial Local Clauses
Adverbial Purpose Clauses
Adverbial Result Clauses

Lesson 9: "Associations and Relationships"

Sentences: Setting up Disjunctive Statements using ἤ

Verbs: Middle Voice Forms of the ω-Conjugation Vowel Stem
Middle Voice Forms of μι-Conjugation δίδωμι, τίθημι, ἵστημι
Intensive Middle Voice Function
Deponent Verbs

Nouns: Using Prepositions and Cases to express association:
Genitive, Instrumental, and Accusative Cases

Pronouns: Intensive Pronouns

Clauses: Adverbial Conditional Dependent Clauses

Nouns:	Prepositions and Cases expressing direct personal and impersonal agency:
	Ablative of Agency, Instrumental of Means
	Prepositions and Cases expressing indirect personal and impersonal agency:
	Ablative of Agency, Ablative of Means
	3 Declension Mute Consonant Stem Nouns
	3 Declension Liquid Consonant Stem Nouns
Adjectives:	3 Declension Mixed Adjectives πᾶς, πᾶσα, πᾶν

Lesson 14: "Birthing"

Sentences:	Ways of describing pregnancy and giving birth
	Expressions of Apposition
	Asking 'who' Questions
Verbs:	Liquid Stem Verbs
Nouns:	3 Declension Vowel Stem Nouns
	Predicate Accusative Case Function
Pronouns:	Interrogative Pronouns τίς, τί
	Indefinite Pronouns τις, τι
Adjectives:	3 Declension Mixed Adjectives πολύς, πολλή, πολύ
	3 Declension Mixed Adjectives μέγας, μεγάλη, μέγα
	Comparative / Superlative Degrees of Adjectives

Lesson 15: "Childhood"

Sentences:	Childhood Terms
Verbs:	Palatal (Gutteral) Mute Stem Verbs
	Labial Mute Stem Verbs
Participles:	Adjectival Uses:
	Substantival Use
	Attributive Modifier Use
	Predicate Modifier Use
	Periphrastic Constructions
	Present Tense Forms
Pronouns:	Indefinite Relative Pronouns ὅστις, ἥτις, ὅτι
Adjectives:	3 Declension ες Stem Forms
	3 Declension υ Stem Forms

Lesson 16: "Youth and Adulthood"

Sentences:	Youth and Adulthood Terms
	Issuing Commands
Verbs:	Dental Mute Stem Verbs
	Sibilant Stem Verbs
	Present and Aorist Imperative Mood Forms and Functions
Participles:	Aorist Tense Forms
	Adverbial Uses:

Temporal
Modal
Telic
Causal
Conditional
Concessive
Instrumental
Complementary
Circumstantial
Imperatival

Nouns: Ablative of Rank Case Function
Pronouns: Negative Pronouns

SUPPLEMENTARY HELPS