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. *Translate* specified Greek sentences into English sentences.
5. *Diagram* specified Greek sentences.
6. *Read* aloud specified Greek words and sentences.

Learning the Culture Through Language:

In the ancient world, before an era of mass communication such as we are accustomed to in the present time, communication between individuals placed dominant emphasis upon speaking and listening. Writing and reading were important, but not as important as speaking and listening. Everything was done interactively between individuals. The passivity of modern times where individuals sit merely as spectators watching a movie or TV without serious interaction was not a part of the world of Jesus and the apostles.

This lesson focuses on learning about how communication took place, especially at the oral level. The development of persuasive speaking skills, called rhetoric, was very important in the ancient world, even among the Jewish people. The Greeks and Romans placed enormous value on rhetoric, i.e., ἡ τέχνη τοῦ λόγου (the art of speech), later called simply ἡ ῥητορική (rhetoric) or ἡ πειθώ (persuasion). A gifted speaker, often called a ῥήτωρ, was frequently a lawyer, as was Tertullus in Acts 24:1. Although the apostle Paul indicates in 1 Cor. 2:4 that his initial preaching ministry at Corinth was not ἐν πειθοῖς σοφίας λόγοις (with persuasive words of wisdom), he nonetheless gives clear indication of both knowledge of and high level skills in the use of principles of ancient Greco-Roman rhetoric.

One of the more influential Sophists, Gorgias (485-380 B.C), combined eloquence with virture and made extensive use of parallelism and antitheses. He coupled this with ornate figures of speech in which pleasant phonetical sound patterns played an important role in generating persuasiveness in speech making. However, Isocrates (436=338 B.C.), another influential Sophist, succeeded in making rhetoric a center piece of education for centuries to come. His emphasis was upon simplicity. Rhetoric was to be built upon three basic principles: invention (the thought), arrangement (ways of joining thoughts together), and style (ways to dress up the speech). Through clever use of these three principles the orator could create highly persuasive speeches.

With Socrates, Plato, and especially Aristotle, Greek rhetoric became the servant of philosophy for the winning of arguments in debate. They condemned the sophist approach as focusing on style without content. Aristotle's work on rhetoric became very influential beginning in the first Christian century, especially with his listing of three genres for speeches: deliberative (dealing with the future), judicial (dealing with the past), and epideictic (dealing with the honorable in the present).

The transition from Greek to Roman rhetoric was made with a handbook in Latin, *Rhetorica ad Herennium*, in the late first century B.C. To Isocrates' three foundational elements of rhetoric -- invention, arrangement, style -- was added memory and delivery. Cicero (106-44 B.C.) is one of the most important teachers and practitioners of Roman rhetoric who set the stage for dominating patterns at the beginning of the Christian era. Eloquent delivery became his hallmark. The most detailed written treatment of ancient rhetoric is *Institutio Oratoria* by Marcus Fabius Quintilianus (appx. A.D. 40-96).

Jewish styles of rhetoric had their own distinc-

tive patterns, but evidences of Greco-Roman influence are present. The midrashic practice of Halakah focused on applying some statement of written or oral Torah to a specific everyday life situation, following acceptable patterns of interpretation. Vigorous discussion and debate among scribes over this was considered essential to finding the best application. Thus contradictory views were naturally preserved in the written materials of both the Hebrew Bible, as well as in the later Talmudic writings.

The writings of the New Testament represent streams of both influences, along with some original creativity as well. The Jewish appeal to authoritative sources takes on an appeal to the authoritative words of the Lord as well as to the Old Testament scriptures. Paul's letter to the Galatians stands as an example of the blending of both Greco-Roman and Jewish patterns of persuasion, where the apostle develops his appeal around modifications of classical deliberative rhetoric, and supplements them with arguments, i.e., proofs, at times straight from Jewish patterns, e.g., 4:21-31 with the allegory of Hagar and Sarah.

In speaking and listening, the listening side of the interaction is dominately expressed by the verb ἀκούω and the noun ἀκουή. See the Vocabulary section for a listing of the various constructions alluding to different ways of 'hearing.' A positive reception of speaking can be set up with a phrase like ἀκούω ἀκουῇ (I listen carefully) or τίθημι εἰς τὰ ὦτα (I listen carefully to). The compound verbs εἰσακούω or ἐπακούω (with both meaning "I listen to, pay attention to") can express similar ideas. A negative reaction to speaking is seen in the phrase συνέχω τὰ ὦτα (I refuse to listen). The capacity or willingness to listen is expressed as ἔχω οὖς (I can hear), and the forcing of someone to hear as εἰσφέρω εἰς τὰς ἀκοάς (I make someone hear).. The regaining of hearing is ἀνοίγουσιν αἱ ἀκοαί (I can hear again). The listener is the personal noun ἀκροατής.

The importance of listening is seen in James 1:19-27. The impact of hearing, especially divine law, can be characterized either positively or negatively, all depending on whether listening leads to doing. Just listening isn't enough. Listening must produce obedience before listening becomes valid. But listening is the crucial beginning step.

For a helpful study of this topic see D. L. Stamps, "Rhetoric," *Dictionary of New Testament Background*, ed-

ited by Craig A. Evans and Stanley E. Porter (Downers Grove, IL: InterVarsity Press, 2000), 953-959.

Elements of the Greek Sentence:

In the previous lesson, the simple sentence structure was studied. The possibility of linking up more than one core expression by the connector καί ('and') was illustrated by the Block Diagram. This lesson continues that emphasis by introducing additional connectors of core ideas (grammatically known as 'independent clauses'). The connector [=coordinate conjunction] καί adds additional thought expressions, one after the other, without necessarily identifying any relationship among them.

Often in both English and Greek the second core expression sets up a contrast to the previous one. One common way to set this up in English is through the use of the coordinate conjunction 'but.' In Greek two coordinate conjunctions are primarily used to express this same contrast. One δέ expresses a mild contrast, while the other ἀλλά expresses strong contrast. Since English doesn't naturally have words to express these different shades of contrast, the one word 'but' is normally used to translate both Greek conjunctions. Note the follow sentence: ὁ διδάσκολο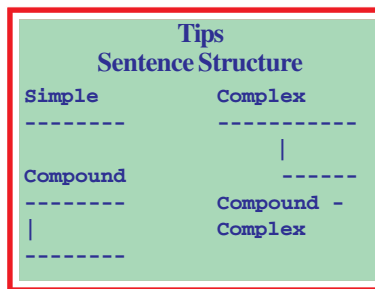ς λέγει λογίους λόγους, οἱ δὲ μαθηταὶ οὐκ ἀκούουσι ἀκοῇ αὐτούς. (The teacher is speaking eloquent words, but the disciples are not carefully hearing them.) With the use of δέ, the contrast in the second statement is mild. But, with the shift to ἀλλά the contrast becomes very strong: ὁ διδάσκολος λέγει λογίους λόγους, ἀλλ᾽ οἱ μαθηταὶ οὐκ ἀκούουσι ἀκοῇ αὐτούς. The English translation has difficulty bringing this out. In this case the strong contrast can be somewhat expressed by the following: "The teacher is speaking eloquent words; however, the disciples do not carefully hear them."

The Block Diagram of this compound sentence is as follows:

$$\textit{ὁ διδάσκολος λέγει λογίους λόγους}$$
$$\textit{ἀλλ᾽}$$
$$\textit{οἱ μαθηταὶ οὐκ ἀκούουσι ἀκοῇ αὐτούς}$$

Again notice that this sentence has two core elements, that is, independent clauses. The coordinate conjunction ἀλλ᾽ establishes a contrastive connection between these two statements.

With this lesson we begin exploring additional

Tips
Sentence Structure

```
Simple              Complex
-------             -----------
                         |
Compound                ------
-------             Compound -
|                   Complex
-------
```

ways to qualify words inside a core statement. When these qualifiers are attached to noun or noun derivatives such as λογίους in the above sentence they are adjectives. When attached to the verb or verbal elements such as οὐκ in this sentence they are adverbs. These forms -- adjectives and adverbs -- are the simplest, single word qualifiers used in either English or Greek. However, in Greek nouns case be easily used in the same kind of qualifying role. This is possible in English, but normally we have to add a preposition to the noun for it to function like this; for example, "belief" "God" can be linked up as "belief in God" so that "in God" is qualifying "belief." Greek can do this same thing by using the qualifying noun in a case form that has the capacity to function as a qualifier. For adjectival qualification, the most often used case is the Genitive case. For adverbial qualification, the cases most often used are the Ablative, Locative and Instrumental cases. You should remember that the range of case usage is such that all four of these cases can be used either adjectivally or adverbially. Eventually, we will cover most all of these during this year of study, but at the beginning,

we will concentrate on the most common uses. Observe how the above sentence can be expanded with noun qualifiers. ὁ διδάσκολος τοῦ θεοῦ ἔλεγε τη χρηστολογία τοὺς λογίους λόγους τῆς εἰρήνης, ἀλλ οἱ μαθηταὶ τοῦ Χριστοῦ οὐκ ἤκουον ἀκοῇ αὐτούς. ("The teacher of God was speaking in attractive speech eloquent words of peace, but the disciples of Christ were not listening carefully to them.")

The Genitive case spellings uses the second inflectional endings of Greek nouns. See the section under Nouns for the spellings. The function we begin with is the Descriptive Genitive case. From the above sentence the use of τῆς εἰρήνης is an example of this function. The descriptive case use merely adds a simple qualifier to another word. Sometimes, this function can be tested by translating the Genitive case Greek noun by an English adjective. In this instance, τῆς εἰρήνης could be translated "peaceful."

Closely related to the Descriptive function is the Possessive Genitive case function. From the above sentence, τοῦ Χριστοῦ is an example of this function. An alternative translation to "of Christ" with this function is "Christ's." Either way is equally accurate. English style may prefer one over the other for smoothness and clarity of expression.

The other case that uses the same set of endings is the Ablative case. Whereas the root idea of the Genitive case is description, in the Ablative case it is the idea of separation from a source. Most of the uses will be in connection with verbs that describe some type of movement. The Ablative cause noun will specify the point of the separating movement. The English preposition "from" frequently can convey adequately this movement away from idea of the Ablative case. For example, οἱ μαθηταὶ ἤκουον τοῦ Χριστοῦ τοὺς λόγους τῆς εἰρηνῆς. This would be translated into English as "the disciples were hearing from Christ the words of peace." In subsequent lessons the use of Greek prepositions will be introduced once the basic noun endings have been studied carefully. With the Ablative case, most -- but not all -- of its occurrences will be in connection with a Greek preposition in order to be more precise in the expression of thought. This basic case function is labeled Separation and should be expressed in parenthesis after the Ablative case designation in the parsing model. Most, although not all, uses of the Ablative of Separation are going to place the noun in an adverbial role, qualifying the action of the verb.

The Locative case is almost always the adverbial use of the noun. This case specifies "where" in three spheres of expression: time, place, logical place. That is, where in time (in the day, at night etc.), where in place (in the room, on the river etc.), where in logical sphere (in love, in life etc.). The nouns used in the Locative case thus answer the question of where the verb action is taking place. The nouns in this case can show up with the Greek preposition, but just as easily without one. In the latter instance, the English translator must supply the appropriate English preposition to precisely express the idea. The most commonly used English prepositions are "in, at, on." You should be aware, however, that time and place references can also be expressed by secondary functions of several of the other cases, each suggesting a slightly difference sense of time and place. Gradually, many of these will be studied during the first year of Greek, with the rest of them coming during the second year of Greek studies.

The Instrumental case has a range of functions; we will begin with the most commonly used one --

Means. It is in some respects the how-to case. How is something done? That is, by what means is it done? This is a fundamental role for the Instrumental case. Often this idea is grammatically labeled Impersonal Means, because the agent making the verb action possible is an object. For example, in the English sentence, "I write with a pen," the impersonal agent is "pen." The agency idea is suggested by the English preposition "with." The other English preposition often used with the same meaning is "by." Both English prepositions are usable for translating the Greek Instrumental case noun; choose the one sounding most natural in each translation situation. An illustration of the Greek use would be ὁ Ἰησοῦς ἔλεγε παραβολῇ τοὺς λόγους, translated as "Jesus was speaking by (means of) a parable the words." Again, notice that παραβολῇ defines how the speaking activity was carried out. You probably are also thinking, "Couldn't that Greek sentence have been translated 'Jesus was speaking in parables the words'?" The answer is yes. The Locative of Sphere case function is another equally possible identification of this particular Greek construction. Sometimes the distinction between these two case functions is very small. In this instance, the more Hebraistic thought would go with the Locative of Sphere, while the purer Greek thought pattern would be with the Instrumental of Means. This we will observe during the year of study. Much of the Greek New Testament, while written in Greek was done so by writers thinking in their mother tongue of Aramaic.

Summary of Case Functions:
Genitive
   Descriptive
     of
   Possessive
     's
Ablative
   Separation
     from, away from
Locative
   Time
     in, at
   Place
     in, at
   Sphere
     in, at
Instrumental
   Means
     with, by

Elements of Greek Grammar:

Verbs:

This lesson will continue the previous lesson's emphasis on the Active Indicative forms of the verb. In the Greek language the Present Tense stressed ongoing action basically in present time. The same idea of ongoing action in past time was expressed through the Imperfect Tense forms of the verb. Thus both tense forms in their root function are symbolized by (-----------).

The uses of the imperfect tense can be illustrated by the following chart:

Tense:	Past Time:	Present Time:	Future Time:
Present		--------- (Desc)	
Imperfect	--------- (Desc)		

In order to clearly distinguish between present and past time some changes were made to the spellings of the root stem of the verb. These changes take place on both sides of the root stem.

To the front of the verb stem was added the vowel ε (epsilon) when the root stem begins with a consonant letter. This verb prefix is called a syllabic augment, and signals past time occurrence of the verb action. For example the verb stem λεγ- (speak) becomes a past time action by the addition of the syllabic augment and is written ελεγ-(was speaking).

When the root stem begins with a vowel, the addition of the epsilon augment follows a different pattern. The epsilon will combine with the beginning vowel of the root stem in a pattern of contraction. In the vast majority of such instances, the beginning vowel with be one of the following short vowels: α, ε, ο. The consistent pattern then is the short sound becomes the long sound. Thus, when the epsilon augment is added to either α or ε the resulting letter will be eta η. For example, the stem ακου (hear) becomes ηκου. The stem ονομαζ (mention) becomes ωνομαζ. This form of augmentation is called a temporal augment.

Also you should note that the augment is added to the root stem of the verb. When a verb already has a prefix added, the augment is inserted between the prefix and the root stem. For example, the augment to καταγράφω would be κατέγραφον. If the prefix ends with a vowel, the augment causes it to drop out.

In addition to adding a prefix to the verb a different set of verb endings were also used to help clearly distinguish past from present time. The Active Indicative endings used are termed the second-

and are as follows:

Imperfect Active Indicative Forms of ω-conjugation verbs:

Person:	Singular	Plural
1	ἔλεγον (I was speaking)	ἐλέγομεν (we were speaking)
2	ἔλεγες (you were speaking)	ἐλέγετε (you were speaking)
3	ἔλεγε (ν) (he was speaking)	ἔλεγον (they were speaking)

Notes:

The basic function of linear action in past time is identified by the label Descriptive -- the same label as is used to denote linear action in present time with the present tense. This syntactical function will need to be identified by parenthesis in the parsing model just as it is with the present tense use.

Regarding the accenting of these verbs notice that the recessive principle of verb accenting combined with a short ultima allows the acute accent mark to be placed on the antepenult.

The third person singular ending will sometimes add the letter nu ν to the ε ending. This is called the movable ν. There is no consistent pattern used in the Greek New Testament. Usually, but not always, the movable ν was used when the following word began with a vowel.

Important to remember is the identical spelling of the first person singular and the third person plural endings. Contrary to initial appearance, this seldom poses a problem with the actual text because the surrounding context will indicate clearly how the verb ending should be understood.

Tips		
Secondary Active Voice Endings:		
	Singular	**Plural**
1	-ον	-ομεν
2	-ες	-ετε
3	-ε(ν)	-ον

Also note the similarity of the first and second person plural endings of the imperfect tense to the same endings in the present tense. The augmentation is the only distinguishing part of the verb spelling to indicate whether the action is present or past time.

Note that no endings are given for the infinitive, since the linear action is covered in the present tense infinitive and the present tense infinitive can be used to refer to past time as well as present time.

Imperfect - Active - Indicative Forms of the μι-conjugation verb δίδωμι:

Person:	Singular	Plural
1	ἐδίδουν (I was giving)	ἐδίδομεν (we were giving)
2	ἐδίδους (you were giving)	ἐδίδοτε (you were giving)
3	ἐδίδου (he, was giving)	ἐδιδόσαν (they were giving)

Notes:

With the μι-conjugation verbs, notice the Imperfect endings are actually the same as with the ω-conjugation verbs, with the exception of the third plural -σαν ending. Thus the third person plural ending is spelled differently than the first person singular ending. With the singular endings the secondary active indicative endings ον, ες, ε have combined with the stem vowel ο of δίδωμι to become ουν, ους, ου. This contraction will likewise take place with the other μι-conjugation verbs as illustrated below with τίθημι which is added to the learning responsibility with this lesson. ⬅🔑

Present - Active - Indicative Forms of the μι-conjugation verb τίθημι:

Person:	Singular	Plural	Infinitive:
1	τίθημι (I put, am placing)	τίθεμεν (we put, are placing)	τιθέναι (to place)
2	τίθης (you put, are placing)	τίθετε (you put, are placing)	
3	τίθησι (he, she, it puts, is placing)	τιθεῖσι (they put, are placing; τιθε + ασι = τιθεῖσι)	

Imperfect - Active - Indicative Forms of the μι-conjugation verb τίθημι:

Person:	Singular	Plural
1	ἐτίθην (I was placing)	ἐτίθεμεν (we were placing)
2	ἐτίθεις (you were placing)	ἐτίθετε (you were placing)
3	ἐτίθει (he, she, it was placing)	ἐτίθεσαν (they put, are placing)

Nouns:

This lesson adds the second and third inflectional forms to the paradigms studied in Lesson Two. The second inflectional form is the spelling basis of both the Genitive and Ablative cases. The Locative and Instrumental cases are based on the same spellings as the Dative case, the third inflectional form. Notice the forms below:

Case:	Masculine: Article:	(2nd Dec): Noun:	Feminine: Article:	(1st Decl): Noun:	Neuter: Article:	(2nd Dec): Noun:
Singular:						
Nominative	ὁ	-ος	ἡ	-η	τό	-ον
Genitive/ Ablative	τοῦ	-ου	τῆς	-ης	τοῦ	-ου
Dative/ Instrumental/ Locative	τῷ	-ῳ	τῇ	-η	τῷ	-ῳ
Accusative	τόν	-ον	τήν	-ην	τό	-ον
Plural:						
Nom	οἱ	-οι	αἱ	-αι	τά	-α
Gen/Abl	τῶν	-ων	τῶν	-ων	τῶν	-ων
Dat/Ins/Loc	τοῖς	-οις	ταῖς	-αις	τοῖς	-οις
Acc	τούς	-ους	τάς	-ας	τά	-α

Tips
1st - 2nd Declension Patterns

	Singular					Plural		
	Masc	Fem			Neut	Masc	Fem	Neut
N	-ος	-η	-α	-α	-ον	-οι	-αι	-α
G/A	-ου	-ης	-ας	-ης	-ου	-ων	-ων	-ων
D/I/L	-ῳ	-η	-α	-η	-ῳ	-οις	-αις	-οις
A	-ον	-ην	-αν	-αν	-ον	-ους	-ας	-α

✂ **Parsing Models:** ✂

Using the following sentence from the earlier example, note the parsing of individual words:

ὁ διδάσκολος τοῦ <u>θεοῦ</u> <u>ἔλεγε</u> τῇ χρηστολογίᾳ τοὺς <u>λογίους</u> λόγους τῆς εἰρήνης, ἀλλ᾽ οἱ μαθηταὶ τοῦ Χριστοῦ οὐκ ἤκουον ἀκοῇ <u>αὐτούς</u>.

Verbs:

Form:	Tense:	Voice:	Mood:	Person:	Number:	Lexical Form:	Translation:
ἔλεγε	Impf (Desc)	Active	Ind	3	Sing	λέγω	she was speaking

Tense forms studied so far:
Present (Descriptive)
Imperfect (Descriptive)

Nouns:

Form:	Decl:	Case:	Gender:	Number:	Lexical Form:	Translation:
θεοῦ	2nd	Gen (Poss)	Masc	Sing	θεός, ὁ	of God, God's
	Proper Name					

(The names of individuals should be listed as Proper Name, rather than 1st or 2nd declension nouns.)

Case forms and functions studied so far:
Nominative (Subject)
Genitive (Descriptive), (Possessive)
Ablative (Separation)
Dative (Indirect Object)
Instrumental (Means)
Locative (Time, Place, Sphere)
Accusative (Direct Object)

Pronouns:

Form:	Part Speech:	Case:	Gender:	Number:	Lexical Form:	Translation:
αὐτούς	Pers Pron	Acc (Dir Obj)	Masc	Plural	αὐτός, -ή, -ό	them

Case forms and functions studied so far:
Nominative (Subject)
Genitive (Descriptive), (Possessive)
Ablative (Separation)
Dative (Indirect Object)
Instrumental (Means)
Locative (Time, Place, Sphere)
Accusative (Direct Object)

Adjectives:

Form:	Part Speech:	Case:	Gender:	Number:	Lexical Form:	Translation:
λογίους	Adj (Attrib)	Acc	Masc	Plural	λόγιος, -ή, -όν	eloquent

Case forms and functions studied so far:
Nominative (Subject)
Genitive (Descriptive), (Possessive)
Ablative (Separation)
Dative (Indirect Object)
Instrumental (Means)
Locative (Time, Place, Sphere)
Accusative (Direct Object)

Note that the (case function) does not need to be included with adjectives when they are used attributively.

For a full listing of all the parsing possibilities, check Appendix A2, Guidelines to Parsing.

❖ **Conjugating Verbs/Verbals:** ❖

Below are found the patterns of conjugating verbs that have been added to the list of responsibility for the lessons up to this point. The verb endings should be mastered in order to be able to quickly recognize the spelling and thus the meaning of every verb encountered in the Greek texts.

Imperfect Active Indicative Forms of ω-conjugation verbs:

Person:	Singular	Plural
1	ἔλεγον	ἐλέγομεν
2	ἔλεγες	ἐλέγετε
3	ἔλεγε (ν)	ἔλεγον

Imperfect - Active - Indicative Forms of the μι-conjugation verb δίδωμι:

Person:	Singular	Plural
1	ἐδίδουν	ἐδίδομεν
2	ἐδίδους	ἐδίδοτε
3	ἐδίδου	ἐδιδόσαν

Present - Active - Indicative Forms of the μι-conjugation verb τίθημι:

Person:	Singular	Plural
1	τίθημι	τίθεμεν
2	τίθης	τίθετε
3	τίθησι	τιθεῖσι (τιθε + ασι = τιθεῖσι)

Imperfect - Active - Indicative Forms of the μι-conjugation verb τίθημι:

Person:	Singular	Plural
1	ἐτίθην	ἐτίθεμεν
2	ἐτίθεις	ἐτίθετε
3	ἐτίθει	ἐτίθεσαν

Verb endings studied thus far for the active voice, indicative mood:

	ω-Conjugation		μι-Conjugation:	
	Primary:	Secondary:	Primary:	Secondary:
Singular:				
1	-ω	-ον	-μι	-ν
2	-εις	-ες	-ς	-ς
3	-ει	-ε	-σι	-(ε)*

*It contracts with stem vowel and 'disappears.' Note above patterns: with o-stem, it becomes -ου; with ε-stem, it becomes -ει.

Plural:				
1	-ομεν	-ομεν	-μεν	-μεν
2	-ετε	-ετε	-τε	-τε
3	-ουσι(ν)	-ον	-ασι	-σαν

These endings should be studied carefully. Pay close attention to both similarities and differences among the various sets. Remember: the primary sets of endings are used with the present tense, while the secondary sets are used with the imperfect tense. Gradually, as other tense forms are studied, the importance of mastering these endings will become clear, primarily because these two sets of endings form the basis of the spellings of all Greek tenses in the active voice. If you learn these endings well, you can reconstruct every active voice verb form in the Greek language with ease in both verb conjugation systems. This amounts to several hundred verb endings in the complete picture!

⌘ Declining Nouns and Noun Derivatives: ⌘

Nouns:

Case:	Masculine 2nd Dec. Noun:	Feminine 1st Decl. Noun:	Feminine 1st Decl ε,ι,ρ Noun:	Feminine 1st Decl σ,λλ,ζ,ξ Noun:	Neuter 2nd Decl Noun:	Masculine 1st Decl Noun:	Masc: 1st Dec ε,ι,ρ Noun:
Singular:							
Nom	λόγος	φωνή	παροιμία	γλῶσσα	βιβλίον	μαθητής	Μεσσίας
Gen/Abl	λόγου	φωνῆς	παροιμίας	γλώσσης	βιβλίου	μαθητοῦ	Μεσσίου
Dat/Ins/Loc	λόγῳ	φωνῇ	παροιμίᾳ	γλώσσῃ	βιβλίῳ	μαθητῇ	Μεσσίᾳ
Acc	λόγον	φωνήν	παροιμίαν	γλῶσσαν	βιβλίον	μαθητήν	Μεσσίαν
Plural:							
Nom	λόγοι	φωναί	παροιμίαι	γλῶσσαι	βιβλία	μαθηταί	Μεσσίαι
Gen/Abl	λόγων	φωνῶν	παροιμιῶν	γλωσσῶν	βιβλίων	μαθητῶν	Μεσσιῶν
Dat/Ins/Loc	λόγοις	φωναῖς	παροιμίαις	γλώσσαις	βιβλίοις	μαθηταῖς	Μεσσίαις
Acc	λόγους	φωνάς	παροιμίας	γλώσσας	βιβλία	μαθητάς	Μεσσίας

Notes:

The second inflectional forms in the first declension singular adhere to the basic patterns studied in the previous lesson.

The Gen/Abl plural -ων form is the same spelling throughout both the first and second declensions. One difference is with accenting: first declension Gen/Abl plural nouns always use the circumflex accent over the ultima and becomes -ῶν. This is an exception to the normal rules of noun accenting, and pertains only to the first declension.

Two new columns appear in this listing: the first declension masculine nouns in columns five and six. Masculine nouns sometimes are spelled using first declension endings rather than the more common second declension. As you can notice, the plural endings of these nouns are the same as for all first declension nouns; no new endings to learn here! The third and fourth spellings of the singular endings are the same as their feminine counterpart. The masculine nouns μαθητῇ, μαθητήν in the fifth column match the basic feminine forms φωνῇ, φωνήν in the second column. The differences between the masculine and the feminine first declension nouns are found in the nominative and genitive/ablative singular forms. Basically the feminine Genitive singular -ης becomes the masculine nominative singular ending, while the masculine second declension Genitive singular -ου ending becomes the masculine first declension Genitive ending as well. The masculine ε,ι,ρ stem noun in the last column does the same thing with the Nominative and Genitive singular endings, except that the long alpha vowel is used just as in its first declension feminine counterpart. No separate masculine short alpha pattern endings exist like the feminine γλῶσσα.

Pronouns:

Third Person Personal Pronouns:

Case:	Masculine	Feminine	Neuter
Singular:			
Nom	αὐτός	αὐτή	αὐτό
Gen/Abl	αὐτοῦ	αὐτῆς	αὐτοῦ
Dat/Ins/Loc	αὐτῷ	αὐτῇ	αὐτῷ
Acc	αὐτόν	αὐτήν	αὐτο
Plural:			
Nom	αὐτοί	αὐταί	αὐτά
Gen/Abl	αὐτῶν	αὐτῶν	αὐτῶν
Dat/Ins/Loc	αὐτοῖς	αὐταῖς	αὐτοῖς
Acc	αὐτούς	αὐτάς	αὐτά

Notes:

The Gen/Abl plural uses the same -ων endings across all three genders in a manner like the nouns above. The accenting, however, follows the normal rules, instead of the exception as is true of the first declension nouns.

Adjectives:

Case:	Masculine	Feminine	Feminine	Neuter
Singular:		*basic*	*ε,ι,ρ*	
Nom	ἀγαθός	ἀγαθή	ἀγία	ἀγαθόν
Gen/Abla	ἀγαθοῦ	ἀγαθῆς	ἀγίας	ἀγαθοῦ
Dat/Ins/Loc	ἀγαθῷ	ἀγαθῇ	ἀγίᾳ	ἀγαθῷ
Acc	ἀγαθόν	ἀγαθήν	ἀγίαν	ἀγαθόν
Plural:				
Nom	ἀγαθοί	ἀγαθαί	ἀγίαι	ἀγαθά
Gen/Abl	ἀγαθῶν	ἀγαθῶν	ἀγιῶν	ἀγαθῶν
Dat/Ins/Loc	ἀγαθοῖς	ἀγαθαῖς	ἀγίαις	ἀγαθοῖς
Acc	ἀγαθούς	ἀγαθάς	ἀγίας	ἀγαθά

Notes:

Notice the similarity of all of these endings with the article. They will build off the article endings in a manner parallel to the first and second declension nouns of all three genders.

Just as with the first declension nouns, when the stem ends in ε,ι,ρ the feminine adjectives use the long alpha pattern of endings in the singular. Both feminine plural forms use the same endings; only in the singular do differences exist. Basically use the -η set of singular endings, unless the stem ends in one of the three letters ε,ι,ρ. Then substitute the long alpha for the eta.

The Genitive/Ablative plural feminine endings follow the accenting pattern of the first declension nouns with the -ῶν ultima circumflex accent.

📖 Vocabulary for Hearing, Reading, and Speaking: 📖

For learning the vocabulary, you should master only the words occurring twenty times or more in the list below in **bold face**. The other words are provided for help in translating the exercises, and for general understanding of how words are related in the Greek language. But they should not be a part of the vocabulary drill work; they will not appear on quizzes and exams. Only the required vocabulary words will be used in the testing process.

For looking up unfamiliar Greek words while completing the Written Exercise, you can check the lexicon provided in the Supplementary Helps. It contains all the words listed in the Vocabulary for each lesson.

Verbs from the τίθημι form:
τίθημι (100) - I put, place

  ἀνατίθημι (2) - [lit., I place upon] I declare, communicate, declare [w. middle voice]

  ἀποτίθημι (9) - [lit., I put off] I take off, lay aside, put away [w. middle voice]

  ἐκτίθημι (4) - I expose, abandon; explain, set forth

  ἐπιτίθημι (39) - I lay, put upon

  κατατίθημι (2) - I lay down (upon), place; [middle voice] grant, do (someone a favor)

  μετατίθημι (6) - I change (the position of), put in another place, transfer; alter, [middle voice] change one's mind

  παρατίθημι (19) - I place beside, place before; [middle voice] entrust, give over, commend

  περιτίθημι (8) - I put, place around, on

  προστίθημι (18) - I add to, increase; provide, grant

  προτίθημι (3) - I set before; [middle voice] display publicly, plan, purpose, intend

  συνεπιτίθημι (1) - [middle voice] I join in with (others)

  συντίθημι (3) - I put, place with; [middle voice] agree, decide, consent

  ὑπερτίθημι (1) - [middle voice] I set aside, do away with

  ὑποτίθημι (2) - I lay down, risk; [middle voice] suggest, point out (something to someone)

Verbs dealing with speaking and hearing:
  ἀκούω (430) - I hear

  ἀκοῇ ἀκούω (2) - [Hebraism] I listen carefully

  ἀντιβάλλω (1) - I discuss, argue about

  διαλογίζομαι (16) - I discuss, converse

  διδάσκω (97) - I teach

  διερμηνεύω (6) - I translate, interpret, explain

  εἰσακούω (5) - I listen to, heed, pay attention to (Gen)

  ἐπακούω (1) - I listen to, heed, pay attention to, obey (Gen)

  ἐπιλύω (2) - I explain

  ἀκούω εἰς τὸ οὖς (1) - [idiom, lit. 'to hear into the ear'] I hear in secret

  διανοίγω (8) - I explain, open up, make evident [something previously hidden]

  εἰσφέρω εἰς τὰς ἀκοάς (1) - [idiom, lit. 'to bring into the ears'] I cause s.o. to hear, make hear

  ἑρμηνεύω (3) - I interpret, translate

  ἔχω οὖς (17) - [idiom, lit, 'to have ear'] I can hear, am able to hear

  μεθερμηνεύω (8) - I translate, interpret

  προακούω (1) - I hear before, previously

  παρακούω (3) - I overhear [hear w/o speaker's knowledge or consent]

  σημαίνω (77) - I make clear, indicate clearly, make known, report

  συνέχω τὰ ὦτα (1) - [idiom, lit. 'hold the ears closed'] I refuse to listen, refuse to pay attention

  συμβάλλω (6) - I confer [implying a series of proposals]

  συγκρίνω (3) - I explain, make clear [primarily by mean of comparison]

  τίθημι εἰς τὰ ὦτα (1) - [idiom, lit. 'to put into the ears'] I listen carefully to

  φράζω (1) - I explain

Nouns dealing with hearing, reading and speaking:
  ἀκοή, ἡ (24) - hearing (ability to, act of)

  ἀκροατής, ὁ (4) - hearer

  ἀνοίγουσιν αἱ ἀκοαί (1) - [idiom, lit. 'ears open'] I regain hearing, am able to hear again

  διαλογισμός, ὁ (14) - argument, dispute; reasoning, thought, opinion

  διερμηνευτής, ὁ (1) - translator, interpreter

  ἑρμηνεία, ἡ (2) - translating, interpreting, interpretation

Nouns referring to people and things:
  διδάσκαλος, ὁ (59) - teacher

  δοῦλος, ὁ (124) - slave, servant

  εἰρήνη, ἡ (92) - peace

θεός, ὁ (1318) - god, God [θεός, ἡ - goddess]
Ἰάκωβος, ὁ (42) - James
Ἰησοῦς, ὁ (919) - Jesus
Ἰωάννης, ὁ (135) - John
λαός, ὁ (142) - people
Λάζαρος, ὁ (15) - Lazarus
Λουκᾶς, ὁ (3) - Luke
μαθητής, ὁ (261) - disciple, student
Μαθθαῖος, ὁ (5) - Matthew
Μάρθα, ἡ (13) - Martha
Μαρία, ἡ (27) - Mary
Μᾶρκος, ὁ (8) - Mark
Παῦλος, ὁ (158) - Paul
Πέτρος, ὁ (156) - Peter
Τιμόθεος, ὁ (24) - Timothy
Τίτος, ὁ (13) - Titus
Χριστός, ὁ (531) - Christ

Adjectives:
ἄφωνος, -ον (4) - meaningless, without mean-
   ing
δυσερμήνευτος, -ον (1) - hard to explain,
   difficult to interpret
κωφός, -ή, -όν (14) - deaf [unable to hear]; mute
   [unable to speak]

Adverbs:
ἄρτι (36) - now, just, at once, immediately
νῦν (148) - now
νυνί (20) - [more emphatic] now
οὐ, οὐκ, οὐχ (1612) - not [οὐκ before vowels
   w. smooth breathing mark, οὐχ before
   vowels w. rough breathing mark]
οὔ (54) - no
τότε (160) - then, at that time

Connectors:
ἀλλά (638) - but, yet, rather, nevertheless,
   however [often the last vowel will drop out
   before vowels to become ἀλλ᾽]
δέ (2801) - [postpositive position] but, and

NAME:_____**Date:**_____ **Grade:**_____._____

（From Grade Calculation on last page）

Course:_____

✍ Written Exercise 3: ✍

☞Translate the following Greek text into correct English (20 answers):

τῷ λαῷ ᾽Ιησοῦς τότε ἐδίδασκε τοῦ νόμου καὶ τῶν προφητῶν τὰς παραβολάς. καὶ οἱ μαθηταὶ ἀκοῇ ἤκουον τοὺς λογίους λόγους αὐτοῦ. ὁ Μαθθαῖος κατέγραφε αὐτοὺς τῷ βίβλῳ τῶν λαλιῶν.

✂Parse the following words according to the appropriate model (123 answers):

τῷ λαῷ (7 answers):

᾽Ιησοῦς (7 answers):

ἐδίδασκε (8 answers):

τοῦ νομοῦ (7 answers):

τῶν προφητῶν (7 answers):

τὰς παραβολάς (7 answers):

οἱ μαθηται (7 answers):

ἀκοῇ ἤκουον (8 answers):

τοὺς λόγους (7 answers):

λογίους (9 answers):

αὐτοῦ (10 answers):

ὁ Μαθθαῖος (7 answers):

κατέγραφε (8 answers):

αὐτοὺς (10 answers):

L3-13

τῷ βίβλῳ (7 answers):

τῶν λαλιῶν (7 answers):

❖Conjugate the following verbs according to the appropriate model (12 answers):

Imperfect - Active - Indicative Forms of ἀκούω (6 answers):
Person: Singular   Plural

1

2

3

Imperfect - Active - Indicative Forms of τίθημι (6 answers):
Person: Singular   Plural
1

2

3

⌘Decline the following nouns and noun derivatives according to the appropriate model:

The singular and plural forms of the noun λαλιά, ἡ (8 answers):
                   Singular: *Plural:*

Nom

Gen/Abl

Dat/Ins/Loc

Acc

The singular and plural forms of all three genders of the adjective λόγιος, -ία, -ον (24 answers):
Case: Masculine   Feminine   Neuter
Singular:
Nom

Gen/Abl

Dat/Ins/Loc

Acc

Plural:

Nom

Gen/Abla

Dat/Ins/Loc

Acc

〰Block diagram the following text according to the guidelines (13 answers):

τῷ λαῷ Ἰησοῦς τότε ἐδιδάσκε τοῦ νομοῦ καὶ τῶν προφητῶν τὰς παραβολάς. καὶ οἱ μαθηταὶ ἀκοῇ ἤκουον τοὺς λογίους λόγους αὐτοῦ. ὁ Ματθαῖος κατέγραφε αὐτοὺς τῷ βίβλῳ τῶν λαλιῶν.

(1)

                             τοῦ νομοῦ καὶ τῶν προφητῶν

        καὶ

(2)

(3)   ὁ Ματθαῖος κατέγραφε αὐτοὺς
             τῷ βίβλῳ τῶν λαλιῶν.

*********************GRADE CALCULATION*********************

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Number of Errors      _____._____          Total Pts.      100.00
Missed accents and breathing marks
    = 1/4 error per word                        Minus Pts.
Times                          0.50             Missed          _____._____
               _____                                _____

Total Pts. Missed     _____._____           Grade          _____._____
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