Learning the Culture
Through Language:

Unlike modern culture, the world of the Greek New Testament did not have techniques of printing and cheap mass reproduction of written materials. In fact, the difficulties in the initial production of written materials would discourage most moderns from learning how to write to begin with.

The writing materials included papyrus (the paper), writing instruments (usually a papyrus reed hollowed out), and ink (made from a variety of sources). The 'pen' was called in Greek ὁ κάλαμος (kalamos), while the substance usually translated as 'ink' was τὸ μέλαν, -ανος (melan). ὁ κάλαμος, which basically means reed, refers to a writing instrument in 3 John 13, where the writer says, "I have many things to write to you, but I would rather not write with ink (μελανος) and pen (καλαμον)...." τὸ μέλαν actually is a noun form from the third declension adjective, μέλας, μέλαινα, μέλαν, meaning 'black;' thus the Greek word literally means 'black stuff.' See also 2 Cor. 3:3 where Paul declares, "You are a letter of Christ...written not with ink (οὕ μέλαινοι) but with the Spirit of the living God...."

A commonly used 'paper' for writing was papyrus, called ὁ χάρτης (charters) in Greek. A single sheet of this rather inexpensive material was typically about 8 inches by 10 inches in size. Strips of soft, moist papyrus were interlaced and then pounded flat and allowed to dry in order to form each sheet. See 2 John 12 where the writer says, "Although I have much to write to you, I would rather not use paper and ink." A much more expensive writing material was tanned leather, known as parch-
ten expression was fixed and lifeless, while the oral expression was fluid and full of life, since it used the human breath for its source. Add to that the Jewish heritage of the breath coming from the soul and reflecting what was located in the core of one’s being, and the preference for the oral is easy to understand. But early Christianity also placed increasing value on generating written records of the teachings of Jesus and the apostles as time passed.

The process of composing a document was a cumbersome, tedious procedure. Consequently, documents of a more formal nature and of longer length were typically written by a professionally trained writing secretary called an amanuensis (Latin) or a scribe (ὁ γραμματεύς). Most all the letters in the New Testament were written this way. Two of the secretaries are named: Tertius in Rom. 16:22 and Silas (Gk for the Latin Silvanus) in 1 Pet. 5:12.

Lengthy documents are referred to by several terms in Greek. A 'book' was called either a βιβλίον or a βιβλίον. In reality, this was a scroll composed of papyrus sheets glued together side-by-side up to about 30 feet in length. The more general term, a 'writing,' was τὸ γράμμα in Greek. Sacred documents called 'scripture' were mostly called γραφή or the plural γραφή (scriptures). One should remember that this was not the exclusive meaning of this Greek word, which literally means a 'writing.' A distinctive document generally comprised of a single papyrus sheet was the 'letter,' called ἐπιστολή in Greek. This had a relatively set format and was the most common written document in the ancient world. Also, the majority of the documents in the New Testament fall in this category.

The copying of these documents for wider distribution was done by hand. The printing press would not come into existence for another fifteen hundred years! One of two procedures were employed for the copying of the documents of the New Testament. Sometimes a scribe would orally read the text of the exemplar (the text to be copied) to a group of scribes who wrote down what was heard, thus making numerous copies from a single exemplar. The other procedure was for a single scribe to make one copy while visually reading and copying from the exemplar. The first procedure was the most efficient economically, but was subject to numerous miss understandings of the text being produced in written form. The second approach limited these kinds of mistakes, but was a far more costly process that produced only one copy at a time. The various ancient Greek manuscripts of the New Testament reflect both procedures being used. Another important factor was the level of training and expertise by the copyists or scribes. Not until Christianity became the official religion of the Roman Empire in the fourth century A.D. were the texts of the New Testament copied by professional scribes.

**Elements of the Sentence:**

The sentence constitutes a most basic element of thought expression in western languages, beginning with Greek and Latin and continuing to modern Western languages derived from them. The necessary words for a complete sentence are a subject and a verb, as in the example "Paul gives." 'Paul' is the subject and 'gives' is the verb. Sometimes the nature of the verb idea requires further elaboration before a complete thought is expressed. Here the direct object is used, as in "Paul gives a gift." Also, a further elaboration can be added, the indirect object, and can used in two patterns of construction in English: (1) before the direct object, "Paul gives his wife a gift;" or (2) after the direct object, "Paul gives a gift to his wife." In English, the position of each word determines its function.

In Greek, however, the word order is not nearly so important as the ending attached to each word. The nominative case designates the subject; the accusative case, the direct object; and the dative case, the indirect object. Thus when the above English sentence, "Paul (Παῦλος) gives (διδάσκει) a gift (δῶρον) to his wife (τῇ γυναικὶ αὐτοῦ)," is translated into Greek, it can be expressed in a variety of ways: (1) Παῦλος διδάσκει δῶρον τῇ γυναικὶ αὐτοῦ. (2) διδάσκει Παῦλος τῇ γυναικὶ αὐτοῦ δῶρον. (3) τῇ γυναικὶ αὐτοῦ Παῦλος διδάσκει δῶρον et al. In other words, the Greek writer can put emphasis on the desired element by placing it at the beginning or at the end of the sentence. Thus a much greater variation of style and emphasis is possible in Greek than in English. This is a part of the much greater richness of thought expression with the Greek language.

The challenge to the English translator of Greek sentences is to learn to look first at the endings of the words in order to determine what they are doing in the sentence. Once that has been determined, then the reconstructing of the sentence thought into English must work within the limits of English word order. For example, the three Greek sentences above...
can be all correctly translated by "Paul gives his wife a gift." Some variation is possible with the English as follows: (1) "Paul gives a gift to his wife," (2) "Paul gives his wife a gift," (3) "To his wife Paul gives a gift."

One helpful way to unlock the complex structure of most Greek sentences is through a procedure called Block Diagraming (block diagramming). The following sentence "To his wife Paul gives a gift and she kisses him for it" would be set up as:

1. τῇ γυναικὶ αὐτοῦ Παῦλος δίδωσι δῶρον καὶ
2. αὐτῇ φιλεῖ αὐτόν
   δι᾽ αὐτό.

The two core expressions are on the base lines after the numbers. The prepositional phrase δι᾽ αὐτόν ("for it") represent an expansion of the verb φιλεῖ ("kisses") by giving a reason for the verb action and thus is indented three spaces underneath the verb. The connector καὶ ("and") links together the two core statements, and is indented five spaces from the left text margin. Block diagraming Greek sentences will be a regular activity in order to develop analytical skills with how ideas are put together.

Elements of Greek Grammar:

Verbs:

Verbs contain several component elements in order to convey precise meaning.

Tense, in Greek, primarily expresses the type of action being stated. The first to be studied is linear, incomplete action (-------) expressed in present time by the Present Tense, and expressed in past time by the Imperfect Tense. Sometimes the term Aspect is used rather than Tense to avoid confusing Greek tense with English tense, which places primary emphasis upon the time of the action's occurrence. This is only a secondary concern for Greek tense. This linear action nature of tense is the basis for the English translation of the Greek Present Tense by the English "I am doing." But often this emphasis on continuous action is slight and thus the Greek present tense is translatable by the English "I do." The basic linear action nature of the Present Tense is labeled Descriptive, and should be included in the parenthesis of the Tense parsing model as (Desc).

Voice defines the relation of the verb subject to the action of the verb. The Active Voice in both English and Greek indicates that the verb subject is the producer of the verb action. Mood, or sometimes called Mode, expresses the relation of the verb action to reality. Thus the Indicative Mood defines the action as real, as opposed to possible. Person indicates the nature of the verb subject: first (I or we), second (you sing. or you pl.), third (he, she, it, or they). Number specifies whether one person (Sing- ular) or more than one person (Plural) is the subject. The genius of the Greek is that all these elements are expressed in the endings that are attached to the verb stem.

### Present - Active - Indicative Forms of ω-conjugation verbs:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
<th>Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>λέγω</td>
<td>λέγομεν</td>
<td>λέγειν</td>
</tr>
<tr>
<td></td>
<td>(I speak, am speaking)</td>
<td>(we speak, are speaking)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>λέγεις</td>
<td>λέγετε</td>
<td>λέγετε</td>
</tr>
<tr>
<td></td>
<td>(you speak, are speaking)</td>
<td>(you speak, are speaking)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>λέγει</td>
<td>λέγοισιν (ι)</td>
<td>λέγοισιν (ι)</td>
</tr>
<tr>
<td></td>
<td>(he, she, it speaks)</td>
<td>(they speak, are speaking)</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
- The above endings can be attached any verb stem (above λέγ-) in the ω-conjugation, creating the precise sense of who is doing the verb action. Because of the critical importance of these endings, you must commit these endings to memory. These endings are also known as the primary active voice endings, and thus form the basis for endings in the active voice for several tenses.
- In the third person plural ending, sometimes the additional letter n is added to the ending (called the moveable n). The situations dictating this have become obscure, although frequently it was added when the following word begins with a vowel. No rule should be followed for this.

Notice also that the acute accent (´) falls over the same vowel in all six endings. The accenting principle with verbs is to move as far away from the last syllable (called the ultima) as possible. When the ultima contains a long vowel or dipthong, the acute accent can only move one syllable to the left (called the penult); observe the singular forms. How-
ever, when the ultima contains a short vowel (or dipthong), the acute accent can move two syllables to the left (called the antepenult); observe the above plural forms.

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

Person: | Singular | Plural | Infinitive:
--- | --- | --- | ---
1 | διδομι (I give, am giving) | διδομεν (we give, are giving) | διδοναι (to give)
2 | διδωσι (you give, are giving) | διδοτε (you give, are giving) | διδωσι (they give, is giving)
3 | διδωσι(ν) (he, she, it gives, (they give, is giving) | διδωσι(ν) (he, she, it gives, (they give, is giving) | διδωσι + ασι = διδοσι(ν)

Notes:

Although this conjugation of verbs is older, it was used less frequently in the first Christian century in Koine Greek. The endings are noticeably different from the ω-system especially in the singular forms. The plural endings are basically the same, except for the thematic connecting vowel ο or ε. The third plural substitutes α for the ωo. Also note the similarity between the third person forms. The singular -α becomes the plural -ασι. The uncontracted form (διδοσι) is found in Koine spellings, while the contracted form (διδοσιν) represents the Attic dialectical spelling and is not found in the New Testament. These endings must also be memorized.

Since the ultima syllable remains short except for the second person singular, the acute accent goes back three syllables to the antepenult. It remains on the penult in the second person singular, but because the ending doesn’t create an additional syllable the acute accent occurs over the iota (διδοιω), except for the third person plural. This system of verb spellings has a couple of particularly distinguishing traits that ultimately make recognition of tense etc. easier. All tenses that suggest continuing, incomplete action (------) reduplicate the beginning consonant of the root stem and place an iota in between. Thus, the root stem of δo becomes διδο or δηδωo. Notice that the singular forms use the long o sound ω, while the plural forms use the short o sound o.

Nouns:

Nouns name things, such as persons, places, things, ideas etc. In Greek three distinct systems of spelling nouns are used; these systems are called declensions. In this lesson consideration will be given to the first and second declensions. Also, nouns specify case, gender, and number. Case defines the function of the noun in the sentence. The nominative case primarily indicates the noun is the subject of the verb. Gradually the basic range of functions will be covered in subsequent lessons. The accusative case basically specifies the noun is the direct object of a transitive verb of action, while the dative case specifies the indirect object of the verb. Gender indicates whether the noun is masculine, feminine, or neuter gender. While gender is determined in English by the nature of the noun reference: personal male or female and impersonal thing, in Greek gender has more to do with the background origin of the word. Thus impersonal references that are neuter gender in English like ‘voice’ or ‘word’ can be either feminine (‘voice’ becomes φωνή) or masculine (‘word’ becomes λόγος) in Greek. The learning of the lexical form with the correct spelling becomes essential to comprehension. Number specifies whether one (Singular) or more than one (Plural) item is referenced. All these aspects are contained in the specific ending attached to the root stem of the noun.

Crucial to learning the endings of nouns is learning the forms of the definite article. In the first and second declensions the endings are formed from the spellings of the article. The spellings of the article to be learned in this lesson include:

**Tips**

<table>
<thead>
<tr>
<th>Primary Active Voice Endings:</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-ω</td>
<td>-ομεν</td>
</tr>
<tr>
<td>2</td>
<td>-εις</td>
<td>-ετε</td>
</tr>
<tr>
<td>3</td>
<td>-ει</td>
<td>-ουσι(ν)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular: Nominative</td>
<td>ό -ος</td>
<td>η -η</td>
<td>τό -ον</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td>τό -ο</td>
<td>τη -η</td>
<td>τό -ο</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td>τον -ον</td>
<td>την -ην</td>
<td>τό -ον</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural: Nominative</td>
<td>οι -οι</td>
<td>αι -αι</td>
<td>τα -α</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dative</td>
<td>τοις -οις</td>
<td>ταις -αις</td>
<td>τοις -οις</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accusative</td>
<td>τοις -οις</td>
<td>ταις -αις</td>
<td>τας -αις</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notes:

The learning of the article endings automatically generates knowledge of the basic noun endings. Thus learning these becomes foundational to successful mastery of the Greek noun, as well as the pronoun and adjective. With the dative case you must use the English preposition 'to' or 'for' in the translation, since English doesn't have a separate case ending distinct from the nominative or objective (accusative) cases. Therefore, with all eighteen spellings of the Greek article, the one English translation 'the' will suffice. With the dative case forms the translation will be 'to the.' This applies to the nouns as well.

Notice the similar endings for the masculine accusative singular and the neuter nominative and accusative singular endings. Context and the gender of the noun must determine the correct identification. Also notice the tendency of the neuter gender to use the same endings in the nominative and accusative cases for both the singular and plural forms.

With the feminine gender first declension nouns, two alternative spellings exist only in the singular number under certain conditions. First, when the root stem of the noun ends in one of the following letters ε, τ, ρ the eta vowel η shifts to alpha α (the long alpha). Thus the singular endings become -α, -α, -α, rather than the basic -η, -η, -η. This is the reason for the spelling πολυλογία. Second, when the root stem of the noun ends in one of the following letters σ, λλ, ζ, ξ, or ψ, the eta vowel shifts to alpha α (the short alpha) in the nominative and accusative singular endings only. Thus the singular endings become -α, -η, -αν. These are the spellings for γλώσσα, γλώσση, γλώσσαν in the singular.

Pronouns:

With the third person personal pronoun in this lesson, the endings match exactly the noun endings listed above, and play off the article ending. The one exception is with the neuter nominative and accusative singular endings. All pronouns using the first/second declension endings will drop the nu ν from the -ον noun and adjective endings.

With the accent falling over the last syllable, the ultima, a couple of guidelines are important to remember. In the nominative and accusative cases, the acute accent changes into the grave accent when the pronoun is followed by another word without any punctuation marks in between. See some of the sentences in the Written Exercise for examples. Also, the dative case accent mark becomes the circumflex accent. In all instances, the accent stays on the ultima. This is the situation with all ultima accented nouns and noun derivatives.

Pronouns by definition take the place of nouns in order to avoid repetitiousness in the use of nouns. Thus 'Jack' becomes 'he.' This creates the aspect of antecedent, the way of knowing that 'he' refers to 'Jack,' the antecedent. Identifying the antecedent in Greek is by finding a noun in the same gender and number as the pronoun usually before the pronoun in the sentence.

Adjectives:

The essential nature of an adjective is to modify another noun or pronoun and thus more precisely define the scope of meaning of the noun. Thus 'the man' becomes 'the good man.' Modification takes on two patterns of construction in Greek, as well as English: attributive and predicate. The attributive modifier (Attrib) in Greek has the Greek article connected to it in one of the following patterns of construction. The one English phrase 'the good man' can be expressed in Greek as ὁ ἀγαθός ἄνθρωπος, ὁ ἀγαθός ὁ ἄνθρωπος or ὁ ἄνθρωπος ὁ ἀγαθός. Note that in every instance the article is connected to the adjective. The possible variety of the Greek adds stylistic differences as well as slightly different levels of emphasis that are impossible to translate into English. The predicate modifier (Pred) is a more intense modification and in Greek stands outside the article as ἀγαθός ὁ ἄνθρωπος or ὁ ἄνθρωπος ἄγαθος. Either of these Greek phrases can be translated as 'the man is good' or as 'the good man.' The point of the predicate modifier is a stronger emphasis upon the modifier than is possible in the attributive construction.

A third use of the adjective in Greek is for the adjective to assume the function of a noun, Substantival (Subst). Thus the English phrase 'the good man' can be expressed either in the above patterns ὁ ἀγαθός ἄνθρωπος, ὁ ἀγαθός ὁ ἄνθρωπος or ὁ ἄνθρωπος ὁ ἀγαθός, or the noun ἄνθρωπος can be omitted leaving the Greek construction ὁ ἄγαθος with the same meaning 'the good man.' Note that the article is almost always used with the adjective when
it is functioning as a noun. Recognizing these three patterns of construction with the adjective becomes crucial to correct translation. These same patterns of construction will also be important later when they are applied to pronouns and participles to create the similar thought expressions.

Also important is the gender issue. Usually 1-2 declension adjectives have three sets of endings -ος, -η, -ον, one for each gender. Occasionally they have only two sets with the -ος covering both masculine and feminine genders. Note the listing of adjectives in the Vocabulary for these differences.

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**Conjugating Verbs/Verbals:**

To *conjugate a verb* in Greek is to list the singular and plural forms in all three persons, as the examples below demonstrate:

**Present - Active - Indicative Forms of ω-conjugation verbs:**

<table>
<thead>
<tr>
<th>Person:</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>λέγω</td>
<td>λέγωμεν</td>
</tr>
<tr>
<td>2</td>
<td>λέγεις</td>
<td>λέγετε</td>
</tr>
<tr>
<td>3</td>
<td>λέγει</td>
<td>λέγουσιν</td>
</tr>
</tbody>
</table>

**Present - Active - Indicative Forms of the μι-conjugation verb δίδωμι:**

<table>
<thead>
<tr>
<th>Person:</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>δίδωμι</td>
<td>δίδομεν</td>
</tr>
<tr>
<td>2</td>
<td>δίδωξ</td>
<td>δίδοτε</td>
</tr>
<tr>
<td>3</td>
<td>δίδωσι</td>
<td>δίδουσι (διδο + ασι = διδοσι)</td>
</tr>
</tbody>
</table>

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**Declining Nouns and Noun Derivatives:**

To *decline a noun* is to list all the inflectional endings in the singular and plural forms as well as all the existing gender forms. The examples below illustrate the correct forms studied thus far:

**Nouns:**

<table>
<thead>
<tr>
<th>Case:</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Feminine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2nd Dec.</td>
<td>1st Decl.</td>
<td>1st Decl.</td>
<td>1st Decl.</td>
<td>2nd Dec</td>
</tr>
<tr>
<td>Noun:</td>
<td>Νούν:</td>
<td>Νούν:</td>
<td>Νούν:</td>
<td>Νούν:</td>
<td>Νούν:</td>
</tr>
<tr>
<td>Singular:</td>
<td>λόγος</td>
<td>φωνή</td>
<td>παρομία</td>
<td>γλώσσα</td>
<td>βιβλίον</td>
</tr>
<tr>
<td>Dative</td>
<td>λόγῳ</td>
<td>φωνῇ</td>
<td>παρομίᾳ</td>
<td>γλώσσῃ</td>
<td>βιβλίῳ</td>
</tr>
<tr>
<td>Accusative</td>
<td>λόγον</td>
<td>φωνήν</td>
<td>παρομίαν</td>
<td>γλώσσαν</td>
<td>βιβλίον</td>
</tr>
</tbody>
</table>

**Plural:**

| Nominative | λόγοι     | φωναί    | παρομίαι    | γλώσσαι    | βιβλία |
| Dative     | λόγοις    | φωνάς    | παρομίαις   | γλώσσαςι   | βιβλίοις |
| Accusative | λόγους    | φωνάς    | παρομίας    | γλώσσας    | βιβλία  |

Notes about accenting nouns:
The *acute accent* can stand on any of the final three syllables (antepenult, penult, ultima). But it can stand on the antepenult only when the ultima is short; compare βιβλίον to βιβλίω. The *circumflex accent* can stand on either the penult or the ultima syllables over long syllables only. It can stand on the penult only when the ultima is short; compare γλώσσα to γλώσση. When the accent falls on the ultima in the lexical form, the acute accent is found in the nominative and accusative forms, but becomes a circumflex in the dative case. Compare the forms of φονή. The acute accent on the ultima becomes a grave accent when another word follows without a punctuation mark in between.

The vowel alpha α can be the long or the short form.

*Note the above instances when it is short:*
1. the neuter plural nominative and accusative forms.
2. the alpha in the singular forms of the γλώσσα type feminine nouns.
3. in the diphthong αι when the diphthong is the final two letters of the word, like γλώσσαι.

*It is considered long when it occurs in:*
1. the feminine accusative plural -ας endings.
2. the singular forms of the ε,ι,ι type feminine nouns.

### Pronouns:

#### Third Person Personal Pronouns:

<table>
<thead>
<tr>
<th>Case</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>αὐτός</td>
<td>αὐτή</td>
<td>αὐτό</td>
</tr>
<tr>
<td>Dative</td>
<td>αὐτῷ</td>
<td>αὐτή</td>
<td>αὐτῷ</td>
</tr>
<tr>
<td>Accusative</td>
<td>αὐτόν</td>
<td>αὐτήν</td>
<td>αὐτό</td>
</tr>
<tr>
<td><strong>Plural:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>αὐτοί</td>
<td>αὐταί</td>
<td>αὐτά</td>
</tr>
<tr>
<td>Dative</td>
<td>αὐτοῖς</td>
<td>αὐταῖς</td>
<td>αὐτοῖς</td>
</tr>
<tr>
<td>Accusative</td>
<td>αὐτοὺς</td>
<td>αὐτάς</td>
<td>αὐτά</td>
</tr>
</tbody>
</table>

#### Adjectives:

<table>
<thead>
<tr>
<th>Case</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>ἀγαθός</td>
<td>ἀγαθή</td>
<td>ἀγαθόν</td>
</tr>
<tr>
<td>Dative</td>
<td>ἀγαθῷ</td>
<td>ἀγαθή</td>
<td>ἀγαθῷ</td>
</tr>
<tr>
<td>Accusative</td>
<td>ἀγαθόν</td>
<td>ἀγαθήν</td>
<td>ἀγαθόν</td>
</tr>
<tr>
<td><strong>Plural:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominative</td>
<td>ἀγαθοὶ</td>
<td>ἀγαθαί</td>
<td>ἀγαθά</td>
</tr>
<tr>
<td>Dative</td>
<td>ἀγαθοῖς</td>
<td>ἀγαθεῖς</td>
<td>ἀγαθοῖς</td>
</tr>
<tr>
<td>Accusative</td>
<td>ἀγαθοῦς</td>
<td>ἀγαθαῖς</td>
<td>ἀγαθά</td>
</tr>
</tbody>
</table>
### Adjectives:

<table>
<thead>
<tr>
<th>Form</th>
<th>Part Speech</th>
<th>Case</th>
<th>Gender</th>
<th>Number</th>
<th>Lexical Form</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ἀγαθὸν</td>
<td>Adj (Attrib)</td>
<td>Acc</td>
<td>Masc</td>
<td>Sing</td>
<td>ἀγαθός, -ῆ, -όν</td>
<td>good</td>
</tr>
</tbody>
</table>

**Case forms and functions studied so far:**
- Attributive
- Predicate
- Substantival

**Notes:**

The pattern of construction should be indicated after the designation Adj., according to whether the pattern is Attributive (Attrib), Predicate (Pred), or Substantival (Subst).

The listing of the feminine and neuter genders in abbreviated form as above in the model is an important part of the learning process and thus is required.

*To parse a word is to identify the various elements that together define the precise meaning of the root idea of the stem of the word. The models below provide the guidelines to be followed beginning with this lesson. In Greek two things are included: (1) the identification of the form of the word (morphology), and (2) in parenthesis the identification of the function of the word (syntax). Both form and function will be studied together. The Lexical Form is the listing for finding the word in the Greek lexicon. The Translation is to be of the word being parsed, not of the lexical form. Note the parsing from the sentence: αὐτὴ λέγει τὸν ἀγαθὸν λόγον αὐτῷ (“She speaks the good word to him.”).*

### Verbs:

<table>
<thead>
<tr>
<th>Form</th>
<th>Tense</th>
<th>Voice</th>
<th>Mood</th>
<th>Person</th>
<th>Number</th>
<th>Lexical Form</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>λέγει</td>
<td>Pres (Desc)</td>
<td>Active</td>
<td>Ind</td>
<td>3</td>
<td>Sing</td>
<td>λέγω</td>
<td>she speaks</td>
</tr>
</tbody>
</table>

**Tense forms and functions studied so far:**
- Present (Descriptive)

**Note:**

The basic syntactical label for incomplete, linear action (------) in the Present Tense is Descriptive. The label should be place in parenthesis after the present tense designation as shown in the above example. In subsequent lessons additional functions of the present tense will be studied.

### Nouns:

<table>
<thead>
<tr>
<th>Form</th>
<th>Decl</th>
<th>Case</th>
<th>Gender</th>
<th>Number</th>
<th>Lexical Form</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>λόγον</td>
<td>2nd</td>
<td>Acc (Dir Obj)</td>
<td>Masc</td>
<td>Sing</td>
<td>λόγος, ὁ</td>
<td>the word</td>
</tr>
</tbody>
</table>

**Case forms and functions studied so far:**
- Nominative (Subject)
- Dative (Indirect Object)
- Accusative (Direct Object)

**Note:**

The syntactical function of Case will involve stating in parenthesis the role of the noun in each case. Those functions covered thus far include: Subject (Subj); Direct Object (Dir Obj); and Indirect Object (Indir Obj). In subsequent lessons additional functions will be studied and added to the list.

### Pronouns:

<table>
<thead>
<tr>
<th>Form</th>
<th>Part Speech</th>
<th>Case</th>
<th>Gender</th>
<th>Number</th>
<th>Lexical Form</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>αὐτῷ</td>
<td>Pers Pron</td>
<td>Dat (Indir Obj)</td>
<td>Masc</td>
<td>Sing</td>
<td>αὐτός, -ή, -ό</td>
<td>to him</td>
</tr>
</tbody>
</table>
Case forms and functions studied so far:
  - Nominative (Subject)
  - Dative (Indirect Object)
  - Accusative (Direct Object)

Notes:
  Pronouns come in many varieties. This lesson covers the third person form of the Personal Pronoun. The pronoun needs to be identified in the parsing model as above. It is not necessary to indicate third person, only personal pronoun.
  The syntactical function of Case will involve stating in parenthesis the role of the noun in each case. Those functions covered thus far include: Subject (Subj); Direct Object (Dir Obj); and Indirect Object (Indir Obj). In subsequent lessons additional functions will be studied and added to the list. Thus pronouns will possess the same syntax as nouns.
  The listing of the feminine and neuter genders in abbreviated form as above in the model is an important part of the learning process and thus is required.
Vocabulary for 'Speaking and Writing':

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.

Some words are given initially that are an essential part of every vocabulary list but do not necessarily related to the thematic emphasis on 'Speaking and Writing.' These words include:

- δίδωμι (415) - I give
- ἀνθρώπος, ὁ (551) - person, individual, man
- ἀπόστολος, ὁ (80) - apostle, (commissioned) messenger

**Verbs dealing with speaking:**

- λέγω (2262) - I speak, tell, talk, say
- προλέγω (15) - I speak, say already, beforehand, in advance
- κραζω (56) - I shout, cry out
- ἀνακραζω (16) - I cry out, shout, scream
- κραυγάζω (9) - I shout, scream
- ἀναγινώσκω (32) - I read (aloud)
- ἐπιάρω φωνήν (4) - (idiom) I raise my voice, speak loudly, cry out
- ὄνομαζω (10) - I mention, speak about
- ἡσυχάζω (5) - I say nothing, keep quiet
- ἐπιστομίζω (4) - I silence, keep s.o. from talking

**Verbs dealing with writing:**

- καταλέγω (1) - I enroll, put s.o's name on a list
- γράφω (191) - I write
- ἀργυράφω (4) - I register, put on a census list
- ἐγγράφω (3) - I write in, record
- καταγράφω (1) - I write down, record
- ἐπιγράφω (5) - I write on
- προγράφω (4) - I write beforehand, in advance
- ἐπιστέλλω (3) - I write a letter, send a letter to

**Nouns:**

**Language spoken:**
- φωνή, ἡ (139) - voice, sound, language
- διάλεκτος, ὁ (6) - language, dialect, accent
- γλώσσα, ἡ (50) - language, speech, tongue; ecstatic speech, ecstatic language
- βοή, ἡ (1) - cry, shout
- κραυγή, ἡ (6) - cry, shout, scream
- λόγος, ὁ (330) - word, speaking (act of), speech
- λαλιά, ἡ (3) - talk, utterance, what is said
- λόγιον, τό (4) - saying, utterance (only in pl. in NT)
- θόγγος, ὁ (2) - utterance, message
- πολυλογία, ἡ (1) - many words, long speaking
- χρηστολογία, ἡ (1) - attractive speech, fine language
- πιθανολογία, ἡ (1) - convincing but false speech (constructed from wrongly used common sense arguments)
- αἰσχρολογία, ἡ (1) - vulgar speech, obscene speech, dirty talk (shameful speech involving culturally disapproved themes)
- εὐτραπελία, ἡ (1) - indecent talk, vulgar speech (coarse jesting involving vulgar expressions)
- ἡσυχία, ἡ (4) - silence (refrain from speaking)
- σιγή, ἡ (2) - silence (absence of noise)

**Language written:**
- βιβλίον, τό (34) - book, (written) statement, certificate, notice, record
- βιβλίον, τό (34) - book, (written) statement, certificate, notice, record
- χειρόγραφον, τό (1) - account, record of debts
- ἀπογραφή, ἡ (2) - census, census list
- ἐπιστολή, ἡ (24) - letter
- γραμμή, ἡ (51) - writing, Scripture (passage; pl. Scriptures)
- τίτλος, ὁ (2) - inscription, writing (a brief notice primarily for identification)
- ἐπιγραφή, ἡ (5) - inscription, writing (a brief notice primarily for identification)
- λόγος, ὁ (330) - word, treatise, book, account
- παραβολή, ἡ (50) - parable, figure of speech
- παροιμία, ἡ (5) - parable, figure of speech; saying, proverb
- μύθος, ὁ (5) - myth, legend tale, story, fable
- ἀποστάσιον, τό (3) - written notice of divorce
- νόμος, ὁ (195) - law, the Law (=OT Scriptures or Torah)
- προφήτης, ὁ (144) - prophet (person, or writing)
Pronouns:

- ἀντίκος, -ή, -ό (5601) - he, she, it

Adjectives:

- ἀγαθός, -ή, -όν (102) - good
- καθαρός, -η, -όν (42) - new, unused, unknown
- ἀρχαῖος, -αί, -αίον (11) - old, ancient
- παλαιός, -ή, -όν (19) - old, antiquated, outworn, obsolete
- ἀνομός, -ον (10) - without the Law, lawless
- ἐπερόγλωσσος, -ον (1) - in a strange language
- γραπτός, -η, -όν (1) - written
- λόγιος, -α, -ον (1) - eloquent (speech, speaking)
- ἀρρητός, -ον (5) - unspoken, unspeakable (pertaining to what cannot or must not be spoken)
- ἀλλαλητός, -ον (1) - unspeakable (what cannot be expressed in words)
- κωφός, -η, -όν (14) - mute, unable to speak
- ἀφωνος, -ον (4) - mute, unable to make sounds
- ἀλλαλος, -ον (3) - mute, unable to speak words
- μογιλάλος, -ον (1) - hardly able to speak, having difficulty in speaking
- ἐνεός, -α, -όν (8) - speechless, dumbfounded (incapacity to speak out of fright or amazement)

Adverbs:

- πνευματικός (= εν παραβολή) (2) - symbolically, allegorically, figuratively, so to speak
- ἄνομος (2) - without the Law, lawless

Connectors:

- καί (9164) - and, also, even (connects words, phrases, clauses, and sentences)
Written Exercise 2: Translate the following Greek text into correct English (19 answers):

ο ἀπόστολος γράφει τὴν ἐπιστολήν καὶ αὐτὸς λέγει πνευματικὸς αὐτοῖς. αὐτὸς διδόσαν αὐτὴν αὐτοῖς καὶ τοὺς παλαιοὺς μύθους αὐτοὶ ἀναγινώσκουσι.

Parse the following words according to the appropriate model (122 answers):

ὁ ἀπόστολος (7 answers):

γράφει (8 answers):

τὴν ἐπιστολήν (7 answers):

αὐτός (10 answers):

λέγει (8 answers):

αὐτοῖς (10 answers):

αὐτοὶ (10 answers):

διδόσαν (8 answers):

αὐτὴν (10 answers):

αὐτοῖς (10 answers):

τοὺς παλαιοὺς (9 answers):

μύθους (7 answers):

αὐτοὶ (10 answers):

ἀναγινώσκουσι (8 answers):

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

Present - Active - Indicative Forms of λύω (6 answers):

Person:  Singular  Plural

1

2

3
Present - Active - Indicative Forms of διδωμι (6 answers):

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The singular and plural forms of λογος, ὁ (6 answers):

<table>
<thead>
<tr>
<th>Case</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
</table>

Nominative

Dative

Accusative

Third Person Personal Pronoun αὐτός, -ή, -ό (18 answers):

<table>
<thead>
<tr>
<th>Case</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Case</th>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
</table>

Nominative

Dative

Accusative

**Block diagram the above text according to the guidelines (19 answers):**

(1) και

(2) και

(3) και

(4) και

----------------------- GRADE CALCULATION -----------------------

<table>
<thead>
<tr>
<th>Number of Errors</th>
<th>___<strong><strong>.</strong></strong></th>
<th>Total Pts.</th>
<th>100.00</th>
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<td>= 1/4 error per word</td>
<td>Minus Pts.</td>
<td></td>
</tr>
<tr>
<td>Times</td>
<td>0.50</td>
<td>Missed</td>
<td>___<strong><strong>.</strong></strong></td>
</tr>
<tr>
<td>Total Pts. Missed</td>
<td>___<strong><strong>.</strong></strong></td>
<td>Grade</td>
<td>___<strong><strong>.</strong></strong></td>
</tr>
</tbody>
</table>

(Please record grade at top of page 1)