

Greek Language Lab Workbook



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GREEK WORKBOOK
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General Instructions

This manual is for review of the lessons in Luschnig, *An Introduction to Ancient Greek*, 2nd edition. Practice sounds, vocabulary, and forms and answer questions using the audiofiles. There are also written questions in the manual for additional self-testing. The answers are provided in an answer key so that you can check your work.

Introduction

A. Exercise 1.

1. Open your textbook to page 1 (the Greek alphabet). While listening to the tape and looking at the Greek characters in the book, repeat the names of the letters.

2. Close your book. Listen to the name of each letter as it is spoken and write the lower-case Greek character.

B. Exercise 2.

1. This time the letters are out of alphabetical order. Listen and write them down. (Check your answers with the answer key.)

2. For additional practice.

3. Try both exercises again. This time write the capital letters.

a. The letters.

b. Additional practice.

C. Exercise 3. Listen to the sounds of the Greek vowels (p. 3).

1. Write the syllables from the tape. Do not be concerned about accents until Exercise 10.

D. Exercise 4.

1. Listen to the pronunciation of these words:

εἶμι	εἶμι	καί	οὐ	οὐ
ῥς	υῖός	οἴκοι	εῦ	αὐτός
ναῦς	τοῖς φίλοις	αὐτοῦ	ῶ	ταῖς ψυχαῖς
τῶ φίλω	ῆ	τῆ ψυχῆ	τῆ πείρα	Ζεὺς

2. Look at the list of diphthongs in the center of page 3 and listen to the pronunciation.

3. Try to write these words (from the tape) in the space below.

4. Check your answers. If you are not satisfied, try again.

E. Exercise 5. Write the words from the audiofile to practice vowels and diphthongs.

F. Exercise 6. Breathing marks. (Do this exercise after you have studied the material on pp. 4-5.)

1. Listen and practice saying these words.

οὐ οὐ αὐτοῦ αὐτοῦ εἰς εἰς ἐν ἐν ὑπό ἀνά αἶμα ἄμα ἀμφί ἄνευ
ἦ ἦ ἔχω ἔξω ἐπτά ἔπος ἦμαρ ἡμέρα ἦδη ἦδε ἰατρός ἱερεύς ἴνα
ἵππος ἴσος ὄμμα ὄλος οἶος οἶνος ὁμοῦ ὄνομα ὀρθός ὄρκος ὕβρις
ὔδωρ ὦρα ὦς ὦν ὦν

2. Write the words on the tape for exercise 6.

G. Exercise 7.

1. Listen to and repeat these words. (See p. 6. on nasals)

ἄγγελος ἀνάγκη σύγχωρος Σφίγιξ ἐγκώμιον ἄγχι ἀγχίπολις
ἄγχιστος ἀγγέλλω ἄγγος ἐγκωμιάζω ἑγγύς ἐγγύθην ἄγκυρα
ἄγκων ἀγκάλη ἄγκος ἐγξέω ἐγκρατῶς ἔγχος ἐγκρυπτω
ἐγγράφω

2. Write the words from the tape:

1.

2.

3.

4.

H. Exercise 8. (See page 6, exercise B 2.)

1. Give the English equivalents of these names.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

I. Exercise 9. Review.

1. For review, listen to the tape and practice saying these words.

ἄνθρωπος παιδίον θεός δῶρον ὁδός Ἀθηναῖος ἄγειν ἄρχεις
βουλεύω ξένος γράφω μένεσθαι πράττεσθαι φίλος ψηφίζω

κρίνω

J. Exercise 10. Accent Marks. Do this exercise after you have studied the material on 7-9.

1. Fill in the accents of these words. (Follow the rules on pp. 7-9.)

- | | |
|-------------|------------------------|
| a. άνθρωπος | h. δωρα |
| b. άνθρωπων | i. πλουτος |
| c. έργου | j. πλουτου |
| d. άνθρωποι | k. τον άγαθον άνθρωπον |
| e. πονος | l. το άριστον δωρον |
| f. παιδευω | m. του άριστου δωρον |
| g. λυεσθαι | n. πραττειν |

K. Exercise 11. Review.

1. Check the word (A or B) in each pair that corresponds to the word on the tape.

- | | | | |
|-------------|-----------|--------------|-----------|
| a. (A) ἄγει | (B) ἄγγει | g. (A) εἶμι | (B) εἰμί |
| b. (A) οὐ | (B) ού | h. (A) δεῖ | (B) δέ |
| c. (A) τόν | (B) τῶν | i. (A) δῶρον | (B) δῶρων |
| d. (A) τό | (B) τά | j. (A) ἔξ | (B) ἔξ |
| e. (A) ἄγω | (B) ἄρχω | k. (A) καλός | (B) καλῶς |
| f. (A) ἔξω | (B) ἔξω | l. (A) ἄγει | (B) ἄγγει |

L. Exercise 12.

1. Listen to and repeat the vocabulary. Have your book open to page 10.

2. Practice these words found in the introduction before doing the readings.

γράμματα "letters"	δασέα "aspirated consonants"
δίφθογγοι "diphthongs"	διπλᾶ "double consonants"
πνεῦμα ψιλόν "smooth breathing"	τόνοι "accents"
πνεῦμα δασύ "rough breathing"	όξύς "acute"
φωνή "voice"	βαρύς "grave"
σύμφωνα "consonants"	περισπόμενος "circumflex"
ἄφωνα "mutes"	φωνήεντα "vowels"
ψιλά "unvoiced consonants"	
μέσα "voiced consonants"	

3. Vocabulary quiz. Write the English meanings.

- | | | |
|----|----|----|
| a. | e. | i. |
| b. | f. | j. |
| c. | g. | k. |
| d. | h. | l. |

M. Exercise 13. Repeat these phrases.

1. 'εν ἀρχῇ ἦν ὁ λόγος. (p. 2)

In the beginning was the Word. (Gospel of John)

2. ἄνθρωπος φύσει πολιτικὸν ζῷον. (p. 7)
Man is by nature a politico-social animal. (Aristotle)
3. διπλοῦν ὁρῶσι οἱ μαθόντες γράμματα.
People who have learned their letters see double. (Menander)
4. ἡ γραμματικὴ καὶ ἡ γραφικὴ χρήσιμοι πρὸς τὸν βίον.
Grammar and writing are useful for life. (Aristotle)

Interlude: The Alphabet Song (by Callias. p. 11)

τὸ ἄλφα, βῆτα, γάμμα, δέλτα, θεοῦ γὰρ εἶ,
ζῆτα, ἦτα, θῆτα, ἰῶτα, κάππα, λάβδα, μῦ,
νῦ, ξεῖ, τὸ οὔ, πεῖ, ῥῶ, τὸ σίγμα, ταῦ, τὸ ὦ
παρὸν φεῖ χεῖ τε τῶ ψεῖ εἰς τὸ ὦ.

βῆτα ἄλφα βᾶ

βῆτα εἶ βε κ.τ.λ. (καὶ τὰ λοιπά is Greek for *etc.*)

N. Exercise 14. Open your textbook to p. 11. Listen to the sentences on 11-12.

O. Exercise 15. Before going on to the next section of the Introduction, answer these questions for review of the material in the first part of the Introduction. Check your answers in the Answer Key.

1. What sounds does the Greek alphabet have letters for that our alphabet lacks?
2. What letters do we have that Greek lacks?
3. What symbol is used for the h-sound? Explain how it came about.
4. Which consonants are *labials*, *dentals*, *palatals*?
5. What letter is formed:
 - a. If π comes immediately before σ ?
 - b. If κ comes immediately before σ ?
6. What letter is formed:
 - a. If π comes before ´ ?
 - b. If κ comes before ´ ?
 - c. If τ comes before ´ ?
7. With which vowels is the iota-subscript used?
8. What are the accent marks for?
9. What are the only three syllables on which accent marks can fall?
10. Which accent can fall on any of those three syllables?
11. Which can fall on only the last?
12. Which can fall on only a long syllable?
13. Which accent(s) can fall on either a long or short vowel?

14. What could cause the position of an accent to change?
15. Does the position of a word in a sentence ever cause its accent to change?
16. What is the Greek word for letters?
17. What is the Greek word for vowels? Why are they called by that word?
18. Think up some English words derived from these Greek words.

a. ἵππος	f. λόγος
b. χρόνος	g. βίος
c. φωνή	h. ἀρχή
d. δίκαια	i. ὑπέρ
e. τέχνη	j. ἀδελφός

P. Exercise 16. Written exercises for Part Two (pp. 13-18)

1. Parse these sentences. (Parse < Latin *quae pars orationis*--what part of speech). Identify each word by part of speech.

Example: In the beginning was the word.

In:	preposition
the:	article (adjective)
beginning:	noun
was:	verb (linking or copulative)
the:	article (adjective)
word:	noun

- a. Socrates drank the poison and died.
- b. When we saw him drinking it, we cried.
- c. Medea sent deadly gifts to the princess.
- d. The princess died horribly in her bedroom.
- e. Which road leads to life?

2. Identify the case (if translated into Greek) of each noun or pronoun in the foregoing sentences.

- a.
- b.
- c.
- d.
- e.

3. Notes.

- a. Subject = nominative
- b. Predicate noun or adjective with "linking verb" = nominative
- c. Object (direct) = accusative
- d. Indirect Object = dative (to/for)
- e. Possession = genitive (of)
- f. Place where (in, on, at) = dative
- g. Place to which = accusative

b.
c.
d.
e.
f.

h.
i.
j.
k.
l.

3. Listen to the readings p. 19.

- R. Exercise 18. Before going on to the next lesson, do the written exercises below.
1. What is the basic difference between the grammars of Greek and English?
 2. What are CASES for?
 3. How does English express the relationships for which Greek uses cases?
 4. What parts of speech did the Greek grammatical theorists list that English grammarians do not consider as separate parts of speech?
 5. What two parts of speech are meant by the Greek word ὄνομα?
 6. What are the properties of nouns in Greek (what changes in form do they have and what do these tell us)?
 7. What case is:
 - a. the grammatical subject of a sentence?
 - b. the direct object of a sentence?
 - c. the indirect object?
 - d. used to show possession?
 8. What are the characteristics of verbs?
 9. What two things does tense tell us (in Greek)?
 10. What does **voice** tell us?
 11. Which parts of speech in Greek are not inflected?
 12. Give some examples of nouns signifying σῶμα and some signifying πράγμα (in English).
 13. Give some examples of nouns that could be called κοινῶς and some that could be called ἰδίως (in English)?
 14. What gender are most common nouns in English?
 15. Can you think of any dual words in English? (referring to two and only two.)
 16. Give some English derivatives of these Greek words.

a. ὄνομα	e. ἴδιος
b. σῶμα	f. ἄνθρωπος
c. πράγμα	g. ὀρθός
d. κοινός	h. κρυπτός

Lesson I, Part One

I. Exercise 1.

A. Conjugation: listen and drill the endings and conjugation (23-4).

B. Read pp. 21-4 in the textbook. Identify with the letters A (Active), M (Middle) or P (Passive) the voice of each verb in the sentences on the tape.

- | | | |
|----|----|---|
| 1. | 3. | 5 |
| 2. | 4. | |

C. Write the pronouns used to translate each of these.

- | | | |
|----|----|-----|
| 1. | 5. | 9. |
| 2. | 6. | 10. |
| 3. | 7. | 11. |
| 4. | 8. | |

D. Translate the forms (of πούω) as spoken.

- | | | |
|----|----|----|
| 1. | 3. | 5. |
| 2. | 4. | 6. |
| | | 7. |

E. On a separate piece of paper, write the conjugation of λύω. (Check your answers in the textbook, pp. 23-4.)

II. Exercise 2.

A. Vocabulary (pp. 24-5).

B. Vocabulary quiz. Give the English meaning.

- | | | |
|----|----|-----|
| 1. | 5. | 9. |
| 2. | 6. | 10. |
| 3. | 7. | 11. |
| 4. | 8. | 12. |

C. Give the Greek word.

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

D. Translate the Greek words (practice forms and vocabulary).

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

E. For each English phrase tell what person, number and voice the Greek would be.

(Persons: 1, 2, 3); Numbers: S, P; Voices: A, M, P.) Then go back and translate the verb.

Person, Number, Voice	Translation
1. we are going	
2. they are writing	
3. she plans for herself	
4. you are being led	
5. he obeys/is persuaded	
6. y'all cease	
7. it is being said	
8. I have	
9. they begin	
10. we mean (say)	

III. Exercise 3. Written Review.

A. Before going on, answer these questions.

1. What is the thematic vowel?
2. Why is it necessary to learn the Greek verb endings?
3. How can you tell what is the subject of a Greek verb?
4. Can the subject be omitted?
5. Is the subject always left out?
6. What do these endings tell about person:

-ομεν	-εται	-εις	-ουσι
-εσθε	-ω	-ομαι	-ετε

7. Which ending, in the present active, says:
 - a. he, she, it
 - b. we
 - c. they
 - d. I
 - e. you
8. Which present middle ending says:
 - a. you all
 - b. he
 - c. we
 - d. they
 - e. I
 - f. it
9. Identify the VOICE of each of the following and then translate.
 - a. To lead.
 - b. We think.
 - c. To write (notes for one's own use).
 - d. We are sending?
 - e. They are being led?

- f. He is waiting?
- g. It ceases?
- h. She is stopping (the car).
- i. I am bringing.
- j. You are doing.
- k. It is being done.
- l. They obey.
- m. It is said.
- n. She wishes to go.
- o. Are you going.
- p. Are they making plans? (for themselves)
- q. Do they think?
- r. What do you do? (what = τί)
- s. What do we want?
- t. Is it being written?

10. Translate these words.

- a. φέρειν
- b. πιστεύουσι
- c. πέμπομαι
- d. παύονται
- e. κρίνομεν
- f. βούλεσθαι
- g. ἄγομαι
- h. γίγναι
- i. γραφόμεθα
- j. βουλευεῖς

Lesson I, Part Two

I. Exercise 1. Characteristics of nouns, declensions (pp. 29-31): practice with the tape.

II. Exercise 2.

A. Practice Vocabulary (pp. 33-4 with tape).

B. Give the English meanings. (Questions on tape.)

- | | |
|----|-----|
| 1. | 9. |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | |

C. Give the Greek. (Questions on tape.)

- 1.
- 2.
- 3.
- 4.
- 5.

III. Exercise 3. (Written: study the uses of the cases p. 28 and syntax p. 38)

A. Fill in the blanks.

1. _____ πιστεύομεν. (the men)
2. τὰ παιδιά εἰς τὴν νῆσον _____. (are going)
3. _____ ἄρχει. (the islands)
4. τὰ ἔργα τὸν πλοῦτον _____. (bring)
5. _____ τὰ παιδιά παιδευόμεθα. (with laws)
6. _____ πείθεσθε; (the God)
7. παρὰ _____ ἔρχει. ([to] the strangers)
8. εἰς _____ δῶρα πέμπουσι. (islands)
9. ἐν _____ μένω. (road)
10. τοῖς _____ νόμοις πειθόμεθα. (of men)

B. Answer the following.

1. How can you tell the gender of a noun in the vocabulary?
2. True or False.
 - _____ a. All feminine nouns belong to the first declension.
 - _____ b. All first declension nouns are feminine.
 - _____ c. The second declension contains nouns of all three genders.
 - _____ d. Nouns have to be used with the article at all times.
 - _____ e. The article must agree with its noun in tense, voice and mood.
 - _____ f. Verbs have case and gender.
 - _____ g. All nouns have gender.
 - _____ h. The same noun cannot be used as masculine and feminine.

- ___ i. Nouns referring to human beings are usually neuter.
 ___ j. The accent of a noun belongs to the word and changes only when necessary.

3. For each noun in the following sentences, decide what case it would be if translated into Greek.

- The children went to the park.
- The students are in school.
- Hey, Socrates, did you give Alcibiades a drink?
- Did Clytemnestra really kill her husband with an axe?
- Is this Achilles' shield or Ajax's?
- We went from Athens to Piraeus.
- The captives were led to prison.
- Did Homer write the Iliad?
- When did the jailer give Socrates the cup of hemlock?

4. Give the form of the article that agrees with each of the following.

- | | |
|-------------|-------------|
| a. βουλῆς | k. λόγου |
| b. δῶρα | l. φίλον |
| c. βίος | m. ψυχῆ |
| d. ὁδοῦ | n. ὁδοί |
| e. ἀρχαί | o. θανάτῳ |
| f. ἄνθρωποι | p. εἰρήνην |
| g. λίθους | q. παιδίοις |
| h. οὐρανῶ | r. ξένων |
| i. νήσους | |
| j. ἔργον | |

IV. Open your textbook to p. 40 (READINGS) and listen to the readings and comments. Then practice saying the sentences aloud.

Lesson II, Part One

I. Exercise 1. The imperfect tense: meaning and formation.

A. Practice forms.

B. Form imperfect of verbs given on tape.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

C. Practice the forms of εἰμί following the tape.

D. Change the forms of the present to the imperfect of the same person, number and voice.

- | | |
|---------------|---------------|
| 1. ἄγω | 6. βούλει |
| 2. πέμπεται | 7. γίγνεται |
| 3. πείθεις | 8. παιδεύουσι |
| 4. κρίνομαι | 9. ἐστί |
| 5. βουλευόμεν | 10. ἐσμέν |

E. Identify tense, person and number (A); Identify and Translate (B).

(A)

(B)

1. γίγνει
2. ἐγίγνου
3. ἄρχει
4. ἦρχε
5. ἄγομεν
6. ἤγομεν
7. ἐνόμιζον
8. ἐλείπομεν
9. ἔρχεσθαι
10. ἦρχόμεν
11. ἐθέλουσι
12. ἤθελον
13. ἔφερες
14. ἐλέγετο
15. εἶχον
16. ἦτε

II. Exercise 2 (Written).

A. What verb?

B. Identify voice, tense, person, number.

C. Translate

Example: (A)

(B)

(C)

πέμπω

Act., impf. 1st. sg.
(A)

ἔπεμπον
(B)

(C)

1. I was sending
2. they were being sent
3. you were sending for
4. we were judging
5. it is being judged
6. they were ceasing
7. you were being stopped
8. they were bringing
9. we were being brought
10. y'all were making plans for yourselves
11. they used to have
12. she was saying
13. it was being said
14. were they staying?
15. are you leaving?

III. Exercise 3. Open your textbook to pp. 58-60. Listen to the readings.

IV. Exercise 4. Written exercise (not on the tape).

A. Review vocabularies of lesson I (pp. 24-5, pp. 33-4) and translate.

1. They were carrying stones.
2. The war was being stopped.
3. Was he wishing to leave?
4. The guests were coming.
5. We used to want to have justice.
6. The road used to lead (in)to wealth.
7. We were sending gifts to the islands.
8. The works are being done.
9. The words were being written on the stones.
10. Justice was thought to be a gift of the God.

B. True or False.

- ___ 1. A new stem is needed to form the imperfect.
- ___ 2. The imperfect is the only past tense in Greek.
- ___ 3. The imperfect is augmented.
- ___ 4. All the imperfect endings differ from the present endings.
- ___ 5. Verbs beginning with a vowel are not augmented.
- ___ 6. The accent of the imperfect is recessive.
- ___ 7. All forms of the verb to be in Greek are enclitic.
- ___ 8. Enclitics sometimes affect the accent of the preceding word.
- ___ 9. The imperfect does not have an infinitive.

C. Match the imperfect endings with the present endings showing the same person number

and voice.

A		B	
1. -ετο	1. -ει	1. -ον	1. -ει
2. -ον	2. -ομεν	2. -ετε	2. -ομεθα
3. -εξ	3. -ομαι	3. -ε	3. -ουσι
4. -ομεν	4. -εται	4. -οντο	4. -ονται
5. -ου	5. -εις	5. -εσθε	5. -εσθε
6. -όμην	6. -ω	6. -όμεθα	6. -ετε

D. Match the active endings with the middle-passive endings showing the same person, number and tense.

A		B	
1. -ον	1. -ονται	1. -ον	1. -εσθε
2. -ω	2. -ει	2. -εξ	2. -ετο
3. -εις	3. -ομαι	3. -ει	3. -οντο
4. -ουσι	4. -όμην	4. -ετε	4. -ου
5. -ομεν	5. -όμεθα	5. -ε	5. -εται

E. Tell what case the underlined nouns would be in Greek.

1. This is my husband, Agamemnon.
2. Virtue is knowledge.
3. The city of the birds is called Cloudcuckooland.
4. I am a human being, nothing that people do is foreign to me.
5. Are you that famous Odysseus?
6. Whose cattle were you sacrificing?

Lesson II, Part Two

I. Exercise 1. Adjectives of the second and first declensions.

A. Practice the forms on the tape.

B. Translate the forms of σοφός.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

II. Exercise 2. Open textbook to p. 53 and practice vocabulary words.

A. Vocabulary pp 53-4.

B. Vocabulary quiz.

- | | |
|----|-----|
| 1. | 10. |
| 2. | 11. |
| 3. | 12. |
| 4. | 13. |
| 5. | 14. |
| 6. | 15. |
| 7. | 16. |
| 8. | 17. |
| 9. | |

C. Give the Greek word.

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

D. Review of vocabulary for Lessons I-II (24-5, 33-4, 53-4). Give English meaning.

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

If you miss any, make a special effort in reviewing vocabulary.

III. Exercise 3. Study the material on pp. 49-51 on the positions of adjectives.

A. Translate the following without verb forms.

1. the difficult book
2. the book is difficult
3. the irrational soul
4. the soul is irrational
5. the only child
6. the child is alone
7. the terrible road
8. the road is terrible
9. the best wine
10. the wine is best

IV. Exercise 4.

A. Open your textbook to p. 52. Repeat the forms of the relative pronoun.

V. Exercise 5. Additional WRITTEN exercises.

A. True or False.

- ___ 1. An adjective agrees with its noun in gender, number and case.
- ___ 2. A relative pronoun agrees with its noun in gender, number and case.
- ___ 3. In Greek, adjectives always go before the noun.
- ___ 4. The adjective ending must be the same as the noun ending.
- ___ 5. Some adjectives have no separate form for the feminine.
- ___ 6. The article is always used with the noun and adjective.
- ___ 7. In the vocabulary, a form of the article is given with an adjective to tell what gender it is.
- ___ 8. Adverbs and prepositional phrases can go into the attributive position.
- ___ 9. Whether an adjective is attributive or predicate depends upon its position with relation to the article.
- ___ 10. Whether an adjective is attributive or predicate depends on its position with relation to the relative pronoun.

B. Translate the underlined words.

1. This is Clytemnestra who killed her husband.
2. This is Agamemnon whom I killed with my right arm.
3. You are known by the deeds that you do.
4. Who is this Achilles to whom you are giving our daughter?
5. I caught the slave who was carrying this letter.
6. The men whom I led here will kill me if I do not sacrifice my daughter.

VI. Exercise 6. Listen to the readings (p. 58) and the hints.

Lesson III, Part One. The Future Tense

I. Exercise 1.

A. Listen and repeat the forms of the future (63).

B. Form the future of.

1. παιδεύω
2. βουλεύω
3. πιστεύω
4. θύω

C. Futures of consonant stems (64).

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

D. Irregular Futures.

1. Listen and repeat (64-5).

2. Give the future.

- | | |
|----|----|
| a. | d. |
| b. | e. |
| c. | |

3. Give the present.

- | | |
|----|----|
| a. | d. |
| b. | e. |
| c. | |

E. Review. Practice forms of present, imperfect and future of εἰμί (pp. 45, 65).

1. Translate these forms of εἰμί.

- | | |
|----|----|
| a. | e. |
| b. | f. |
| c. | g. |
| d. | h. |

II. Exercise 2. Vocabulary (textbook pp. 65-6).

A. Repeat vocabulary words.

B. Vocabulary quiz. Give meanings; give future of any verbs.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

III. Exercise 3. Verb Review.

A. Recite to yourself the present and imperfect of φέρω. Think about what each form means as you say it.

B. Conjugate the future in the space below.

Active		Middle
οἶσω	-1S-	
	-2S-	
	-3S-	
	-1P-	
	-2P-	
	-3P-	
	-INF-	

IV. Exercise 4. Written exercises. A. Answer the following.

1. What endings are used for the future, primary or secondary?
2. What spelling changes take place when sigma is added to a consonant stem?
3. List the verbs you have learned that have deponent futures.
4. Which verb has two futures?
5. Do the future middle and passive have the same form?
6. What case is used with the Greek equivalents of each of these:
 - a. hear
 - b. trust
 - c. persuade
 - d. be persuaded (by), obey
 - e. rule
 - f. be
 - g. throw
 - h. leave
 - i. become
7. What case is the subject of a passive verb?
8. Can a middle verb form take an object?
9. Can the passive take a direct object?
10. Can deponent verbs take objects?
11. A neuter plural subject takes a _____ verb.
12. Choose the future form that is the same person and number as the present or imperfect form given. (Some of the forms do not even exist.)

___ a. πάσχεις	1. πείσεις	2. πείσει	3. πάξεις
___ b. ἐλάμβανον	1. λήψονται	2. λήψω	3. λαμβάνσω
___ c. λείπω	1. λείψομαι	2. λείψω	3. λήψω
___ d. ἐρχόμεθα	1. ἔρξομεν	2. ἐρξόμεθα	3. ἐλευσόμεθα
___ e. ἤρχομεν	1. ἄρξομεν	2. ἐλεύσομεν	3. ἤρξομεν
___ f. ἔχετε	1. ἔξετε	2. ὀγήσεσθε	3. ἔξετε
___ g. φέρουσι	1. φέρσουσι	2. ἔφερον	3. οἴσουσι

Lesson III, Part Two.

I. Exercise 1. The first declension variations. See pp. 68-9.

A. Practice pronouncing along with the tape.

B. Tell what case each of the nouns is and give the article that agrees with it.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

II. Exercise 2. Practice the forms of the demonstrative (p. 70).

III. Exercise 3. Practice the Vocabulary on pp. 71-2.

A. Give the meanings of the vocabulary words (on the tape).

- | | |
|----|-----|
| 1. | 9. |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | |

Greek:

- | | | | | |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|

IV. Exercise 4 (Written). Review of the Genitive.

A. Possession. Translate.

1. the soldiers' tent
2. people's misfortunes

B. With verbs of ruling.

3. The citizens rule the islands

C. Genitive of Source with verbs of hearing.

4. We were hearing the wise men.

D. Genitive of Separation. Find or make up an example.

- 5.

E. Genitive of Agent with ὑπό. Find or make up an example

- 6.

V. Exercise 5. Readings with comments (pp. 78-80).

VI. Exercise 6. Vocabulary quiz. Review vocabulary for Lessons I-III (24-5, 33-4, 53-4, 65-6, 71-2).

A. Drill of vocabulary of Lessons I-III. Give meanings.

- | | |
|-----|-----|
| 1. | 16. |
| 2. | 17. |
| 3. | 18. |
| 4. | 19. |
| 5. | 20. |
| 6. | 21. |
| 7. | 22. |
| 8. | 23. |
| 9. | 24. |
| 10. | 25. |
| 11. | 26. |
| 12. | 27. |
| 13. | 28. |
| 14. | |
| 15. | |

VII. Exercise 7. Written.

- A. What genders are nouns of the first declension?
- B. After what letters is the long alpha ending retained in the first declensions?
- C. What gender of adjective agrees with *πολίτης*?
- D. Give the nominative and genitive of each of the four new types of first declension nouns and of the type you learned in Lesson I.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
- E. How do the five types differ in the plural?
- F. When is the article used with the demonstrative?
- G. Does the demonstrative go into the attributive or predicate position?
- H. Which demonstrative means the former?
- I. Which demonstrative means the latter?

Lesson IV, The Aorist Tense.

I. Exercise 1. Forms and Meanings. Listen to the tape.

A. Identify the *Mood* (Indicative or Infinitive), the *Voice* (Active or Middle) and the *Person* (1st, 2nd, 3rd) of the forms from the tape (or from the list below).

1. ἐπαύσω
2. ἔβαλες
3. ἔπαυσα
4. βαλέσθαι
5. βαλεῖν
6. ἐπαύσαντο
7. παύσαι
8. ἐκρίνω
9. κρίναι
10. ἐβαλόμην

II. Exercise 2. Open your textbook to p. 89

A. Practice saying the principal parts. B. Go back and fill in the meanings.

C. Listen to the forms of the first or second aorist and jot down the present.

- | | |
|-------------|-------------|
| 1. ἐγενόμην | 7. ἐδεξάμην |
| 2. ἐνόμισα | 8. ἀπέθανον |
| 3. ἔπαθον | 9. ἦρξα |
| 4. ἦλθον | 10. ἦγαγον |
| 5. ἔπεμψα | 11. ἦνεγκον |
| 6. ἔλαβον | 12. ἔμαθον |

III. Exercise 3. Infinitives. Listen to the examples; then practice the formation of infinitives.

- | | | |
|------------|---------|----------|
| A. δέχομαι | δέξομαι | ἐδεξάμεν |
| B. ἄγω | ἄξω | ἦγαγον |
| C. πέμπω | πέμφω | ἔπεμψα |
| D. φαίνω | | ἔφηναι |

IV. Exercise 4. Practice the forms of φημί (107).

V. Exercise 5. After you have studied the material on pp. 93-5, open your textbook to p. 96, Translation Exercises. Look at 4. 7-10 and listen to the comments on them to help with the other readings in the lesson.

VI. Exercise 6. A. Practice Vocabulary on p. 98.

B. Vocabulary quiz on first part.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

VII. Exercise 7. The Readings, pp. 100-102. Listen to readings and comments. Practice reading aloud.

VIII. Exercise 8. Written.

A. Translate.

1. Virtue is to have good things.
Meno said that virtue was to have good things.
2. Health and wealth are good.
He says that health and wealth are good.
3. Do people want bad things?
Do you think that people want bad things?
4. The children threw stones.
I said that the children had thrown stones/would carry stones/were throwing stones.
5. I think that I am doing these things justly/will do/ did.

B. Answer these questions:

1. Which two tenses (that you have learned) are augmented?
2. Which two tenses have different forms for middle and passive?
3. How can you tell which verbs have a first aorist and which have a second aorist?
4. How can you tell the imperfect from the second aorist?
5. How can you tell the future from the first aorist?
6. What is the characteristic vowel of the first aorist?
7. Which forms of the first aorist (that you have learned) are not augmented?
8. Are there any forms of the imperfect that are not augmented?
9. Explain how the aorist differs from the imperfect in meaning.
10. What type of verbs form a first aorist without sigma?

C. Decide what tense each of the following would be if translated into Greek.

1. I am doing.
2. I want.
3. We had.
4. He used to say.
5. It was being written.
6. It was written.
7. To happen.
8. To be happening.
9. You were writing notes.
10. You wrote notes.
11. They were making a beginning.
12. She ruled.
13. We ceased.
14. It was coming to a stop.
15. They will learn.
16. We kept listening.

Lesson V, Third Declension Nouns

I. Exercise 1. The Endings (105); the Forms (106-7)

Decline. Use scrap paper.

- | | | |
|----|----------------------------|-------------------------|
| A. | ἡ κύλιξ
τῆς κύλικος | ὁ κήρυξ
τοῦ κήρυκος |
| B. | ἡ πατρίς
τῆς πρατρίδος | ἡ χάρις
τῆς χάριτος |
| C. | ἡ εἰκών
τῆς εἰκόνοσ | ὁ γέρων
τοῦ γέροντος |
| D. | τὸ πνεῦμα
τοῦ πνεύματος | |

II. Exercise 2. Vowel Base Nouns (108-9). Decline:

- | | |
|----|-------------------------|
| A. | ὁ ἱερεὺς
τοῦ ἱερέωσ |
| B. | ἡ μάντις
τῆς μάντεωσ |
| C. | τὸ ἔτοσ
τοῦ ἔτουσ |
| D. | ἡ μήτηρ
τῆς μητρόσ |

III. Exercise 3. Vocabulary (110-112).

A. Vocabulary quiz on starred words.

- | | |
|----|-----|
| 1. | 9. |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | |

IV Readings pp. 118-19

Lesson VI, Third Declension Adjectives.

I. Exercise 1. Listen to the FORMS and comments (121-123). Repeat the FORMS.

A. Choose the correct forms of ἀληθής to agree with the words listed below:

- | | | |
|-------------|-----------|-------------|
| 1. ἄνθρωποι | 4. ἀρχήν | 7. ἔργον |
| 2. χρήματα | 5. λόγοις | 8. γυναίκες |
| 3. ἀρετῆς | 6. λόγους | |

- | | | |
|----|----|----|
| 1. | 4. | 7. |
| 2. | 5. | 8. |
| 3. | 6. | |

B. Choose the correct forms of εὐδαίμων to agree with the words listed above.

- | | | |
|----|----|----|
| 1. | 4. | 7. |
| 2. | 5. | 8. |
| 3. | 6. | |

C. Choose the correct forms of εὐρύς.

- | | | |
|----|----|----|
| 1. | 4. | 7. |
| 2. | 5. | 8. |
| 3. | 6. | |

D. Choose the correct forms of πᾶς.

- | | | |
|----|----|----|
| 1. | 4. | 7. |
| 2. | 5. | 8. |
| 3. | 6. | |

II. Exercise 2. Vocabulary (123-4). Repeat the words.

III. Exercise 3. Readings (129-32).

IV. Exercise 4. Written Questions.

- How do you identify a contrary-to-fact-condition in Greek?
- When do you use the infinitive in a result clause?
- When do you use the indicative in a result clause?
- When do you use πρίν with the indicative?
- When do you use πρίν with the infinitive?
- List the uses of the infinitive that you have had.

- 1.
- 2.
- 3.
- 4.
- 5.

Lesson VII, Participles.

I. Exercise 1. Definition and Uses (135-6). (Listen to the tape.)

II. Exercise 2. Formation (137-9). Listen and repeat.

A. (A) Give Tense and Voice and (B) Gender, Number and Case
(A) (B)

1. παύσοντι
2. παύσασι
3. παυσούσης
4. βάλλων
5. βαλών
6. παυσάμενον
7. παυσόμενα
8. ὄντα
9. παύοντα
10. βαλόντα
11. παύσοντες
12. παύσασι

III. Exercise 3. Some notes on uses of Participles. Listen to the examples.

IV. Exercise 4.

A. Listen and Repeat Vocabulary. (p. 150)

B. Vocabulary Quiz. Give meanings.

- | | |
|----|-----|
| 1. | 7. |
| 2. | 8. |
| 3. | 9. |
| 4. | 10. |
| 5. | 11. |
| 6. | 12. |

V. Exercise 5. Listen to the hints on translation exercises, p. 152, numbers 31-40.

VI. Exercise 6. Listen to readings and hints, pp. 153 ff.

VII. Exercise 7. Written exercises.

A. Review.

1. Which participles are augmented?
2. How can you recognize an attributive participle?
3. What stem(s) do you use to form participles?
4. What declension(s) do active participles belong to?
5. What declension(s) do middle participles belong to?

6. How can you tell a future participle from a first aorist one?

7. What is the difference between a circumstantial participle and a supplementary participle?
8. What characteristics do participles share with verbs?
9. What is the future participle used for?
10. What does the use of the negative μή tell about the use of a circumstantial participle?
11. How does αἰσχύνομαι κρίνων τούτον τὸν δίκαιον ἄνδρα differ from αἰσχύνομαι κρίνειν τούτον τὸν δίκαιον ἄνδρα?
12. How does ἠκούσαμεν τὸν ἄνδρα ἐρχόμενον differ from ἠκούσαμεν τοῦ ἀνδρὸς ἐρχομένου?
13. What are the three general uses of participles in Greek?
14. List as many verbs as you can think of that take a supplementary participle. (Use extra space or paper, if necessary.)
15. What tense of the participle is used for an action preceding that of the main verb?
16. What tense of the participle is used for an action at the same time as that of the main verb?
17. Of the three main uses of the participle, which do you think is the most common?

Lesson VIII, Part One. Interrogative and Indefinite Pronouns.

I. Exercise 1. Interrogative and Indefinite Pronouns.

A. Tell whether the pronoun is (A) Relative or Interrogative and then (B) Translate.

(A)

(B)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

B. Listen to and repeat vocabulary words on p. 159.

C. Vocabulary quiz.

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |
| | 7. |

Readings from Diogenes Laertius about Diogenes the Cynic:

θεασάμενός ποτε παιδίον ταῖς χερσὶ πῖνον ἐξέρριψε τῆς πήρας τὴν κοτύλην εἰπών, παιδίον με νενίκηκεν εὐτελείᾳ.

Seeing a child drinking with his hands, Diogenes threw the cup from his pack, with the words, "a child has surpassed me in simplicity of living."

Πλάτωνος ὀρισσαμένου, "Ἀνθρωπὸς ἐστὶ ζῶον δίπουν ἄπτερον, καὶ εὐδοκιμοῦντος, τίλας ἀλεκτρούνα εἰσήνεγκεν αὐτὸν εἰς τὴν σχολὴν καὶ φησιν, οὗτός ἐστιν ὁ Πλάτωνος ἄνθρωπος. ὅθεν τῷ ὄρω προσετέθη τὸ πλατυώνυχον.

When Plato gave the definition, "A human being is an animal with two feet and no feathers," he plucked a rooster and brought it into the school, saying, "Here is Plato's human being." After this the word "with wide nails" was added to the definition.

συνελογίζετο δὲ καὶ οὕτως· τῶν θεῶν ἐστὶ πάντα· φίλοι δὲ οἱ σοφοὶ τοῖς θεοῖς· κοινὰ δὲ τὰ τῶν φίλων. πάντ' ἄρα ἐστὶ τῶν σοφῶν.

He used to reason like this: all things are the gods' property; the wise are the friends of the gods; the possessions of friends are held in common. Therefore all things belong to the wise.

ἄπολις, ἄοικος, πατρίδος ἐστερημένος,
πτωχός, πλανήτης, βίον ἔχων τοῦφ' ἡμέραν.

Without city or home, deprived of my country, poor, homeless, having only my daily needs.

λύχνον μεθ' ἡμέραν ἄψας περιῆει λέγων ἄνθρωπον ζητῶ.

He used to go around with a lighted lamp in the daytime, saying, "I'm looking for a human being."

Lesson VIII, Part Two. The Perfect Active.

I. Exercise 1. Use and formation (162-5). Practice with the tape.

II. Exercise 2. Principal Parts.

A. Practice with the tape (166).

B. Quiz; give the present tense.

- | | |
|----|----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | |

III. Exercise 3.

A. Practice vocabulary (168-9).

B. Quiz.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

IV. Exercise 4. Listen to readings and comments pp. 171 ff.

V. Exercise 5.

A. Written exercises.

1. Which Greek tenses refer to an action going on?
2. Which Greek tenses refer to a simple action?
3. Which Greek tenses refer to a completed action?
4. Which are primary tenses?
5. Which are secondary tenses?
6. Which verbs (on p. 166) have two perfects?

7. Which verbs in the same list show vowel gradation?

8. Is the reduplication considered part of the perfect stem?
9. Choose the correctly reduplicated forms.
 - a. θάπτω (bury)
 1. θέθαμμαι
 2. τέταμμαι
 3. τέθαμμαι
 4. ἔθαμμαι
 - b. χρίω (annoint)
 1. ἔχριμαι
 2. κέκριμαι
 3. κέχριμαι
 - c. φθείρω (corrupt)
 1. πέφθαρκα
 2. ἔφθαρκα
 3. φέφθαρκα
 - d. φιλέω (love)

1. ἐφίληκα 2. φεπίληκα 3. πεφίληκα
 e. τρέφω (nourish)
 1. τέτροφα 2. ἔτροφα 3. τέθροφα
 f. ἄπτω (fasten)
 1. ἄμμαι 2. ἤμμαι 3. ἦμμαι
 g. ξηραίνω (dry)
 1. κεξήρασμαι 2. ἐξήρασμαι 3. ἐξήρασμαι
 h. πράττω
 1. πέπραχα 2. ἔπραχα 3. πρέπραχα
 i. ῥάπτω
 1. ἔραμμαι 2. ῥέραμμαι 3. ἔραμμαι
 j. ὀφλισκάνω
 1. ὄφληκα 2. ὠφληκα 3. πόφληκα

10. Which are forms of οἶδα?

- | | | |
|----------|----------|------------|
| a. εἰσίν | f. ἦδη | k. οὐδέν |
| b. ἴσασι | g. ἦσαν | l. ἦδη |
| c. ἐστέ | h. ἦσαν | m. εἴσομαι |
| d. ἴστε | i. ἦσμεν | n. ἰδεῖν |
| e. εἰδώς | j. οἶδεν | o. εἰδέναι |

Lesson IX, Part One. Personal Pronouns.

I. Exercise 1.

A. Practice the Forms with the tape (p. 175).

B. Practice the Forms of αὐτός (176).

C. Translate the sentences on the tape.

1. a.
b.
2. a.
b.
c.

D. Practice the Forms of the Reflexive (pp. 176-7).

E. Written exercises. Translate.

1. I myself saw myself.
2. They killed themselves.
3. We trusted ourselves.
4. You (sg.) do not see yourself.
5. We will free ourselves.
6. Do you rule yourselves?

F. Listen to the tape and practice possessive adjectives (177-8).

II. Exercise 2.

A. Vocabulary (pp. 178-9). Listen and Repeat.

B. Vocabulary Quiz. Give English meanings.

- | | |
|----|-----|
| 1. | 8. |
| 2. | 9. |
| 3. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. | 13. |
| 7. | |

III. Exercise 3. Readings (182-4). Listen to sentences and comments.

IV. Exercise 4. Written.

A. Review of Pronouns. Give Greek words and English equivalents for the following.

1. the relative pronoun
2. the demonstrative pronouns

3. the interrogative
4. the indefinite
5. the personal pronouns

6. the emphatic pronoun
7. the reflexives

8. the reciprocal

B. Why is the nominative of the personal pronoun used rarely?

C. Translate.

1. We ourselves saw her.
2. Whom did those (men) see?
3. We saw the woman who did that.
4. Why did you (all) want to see each other?
5. Did these (women) see us?
6. What will you (pl.) do for us?
7. Did anyone see this?
8. With what did you (sg.) do that?
9. Do yo have many friends? (Use dat. of possession.)
10. The same man saw the letter itself.
11. By whom were these things being done?
12. The same poet wrote these things about himself.
13. We want to have our own things.
14. I do not know what you yourselves have suffered.

Lesson IX, Part Two.

I. Exercise 1. Practice the Formation of the Perfect Middle.

II. Exercise 2.

A. Practice Principal Parts.

B. Quiz. Give the present.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

III. Exercise 3. Vocabulary (p. 189)

A. Listen and Repeat.

B. Quiz. Give English meaning.

- 1.
- 2.
- 3.
- 4.
- 5.

IV. Exercise 4. Readings with comments (190-1).

V. Exercise 5. Assimilation in the Perfect Middle System.

A. Change these (according to the rules) to make them more easily pronounced.

1. τέτριβται
2. ἔστραφται
3. εἴληβται
4. ἐλέλειπτο
5. λέλεγται
6. ἦγται
7. ἐδέδεχτο
8. πέπειθται
9. νενόμιζται
10. ἴδτε
11. τέτριβσαι
12. ἐγέγραφσο
13. ἦρχσαι
14. ἐπέπραγσο
15. πέπειθσαι
16. πέφανμαι
17. λέλειπμαι
18. εἰλήβμεθα
19. πέπλεκμαι (from πλέκτω, plait)
20. πέπεμπμαι

Lesson X, Part One. Comparison of Adjectives.

I. Exercise 1. Forms (193-9).

A. Give comparative and Superlatives of the following.

1. δίκαιος
2. ἄδικος
3. ψευδής
4. δυσδαίμων
5. γλυκύς

II. Exercise 2. Vocabulary (200).

A. Quiz: give meanings.

- | | |
|----|----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | |

III. Exercise 3. Written.

A. Translate.

1. There is nothing finer than a happy day.
2. Anything which you can do, I can do better.
3. Is there anyone who is wiser than Socrates?
4. No one is wiser in any(way) than Socrates.
5. This man is three years younger than his wife.
6. There is nothing more false than a false friend.
7. That woman was as noble as possible toward her husband.
8. He thought that his father was the most shameless of all men.

Readings 202-4

Lesson X, Part Two. Aorist Passive.

I. Exercise 1. Forms.

II. Exercise 2. Principal Parts.

A. Translate.

1. ἐπέμφθην
2. πεμφθήσομαι
3. ἤχθης
4. ἀχθήσει
5. ἐγράφη
6. γραφήσεται
7. ἐκρίθημεν
8. κριθησόμεθα
9. ἠκούσθητε
10. ἀκουσθήσεσθε
11. ἐτύθησαν
12. τυθήσονται

III. Exercise 3. Vocabulary (207).

A. Listen and Repeat.

B. Quiz.

- | | |
|----|----|
| 1. | 3. |
| 2. | 4. |

IV. Exercise 4. Readings and Comments (210-11).

V. Exercise 5. Written.

A. Translate.

1. We were saved.
2. They wished.
3. I was sent.
4. You (sg) were led.
5. It was written.
6. You (pl) were judged.
7. We were heard.
8. They were released.
9. To have been taken.
10. It was begun.

Lesson XI: Contract Verbs.

I. Contract verbs: Forms (213-19).

A. α-contracts.

1. Exercise. Contract these forms:

- | | |
|---------------|-------------|
| a. ἀγαπά-ομαι | b. ὀρά-εις |
| c. τιμά-εται | d. νικά-ειν |

B. ε-contracts.

- | | |
|---------------|---------------|
| a. σκοπέ-ουσι | b. φιλε-όμεθα |
| c. ἐδόκε-ες | d. ζητέ-ειν |

C. ο-contracts.

- | | |
|-------------|-------------|
| a. ἀξιό-ειν | b. δηλό-εις |
| c. ἐδήλο-ου | d. ἀξιό-ον |

D. Principal Parts: Give the regular principal parts:

- ἀξιόω
- τιμάω
- ποιέω
- ζητέω
- ἔρωτάω

II. Exercise 2. Liquid and Nasal Futures: A. Examples on the tape.

B. Form the futures of the following.

- | | |
|----------------|--------------|
| 1. κομίζω | 2. νομίζω |
| 3. ἀποκρίνομαι | 4. διαφθείρω |
| 5. μένω | 6. στέλλω |

III. Exercise 3. Vocabulary (221-2). A. Listen and repeat.

B. Quiz.

- | | |
|----|-----|
| 1. | 9. |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |

C. Principal parts. Give Present and Meaning.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

IV. Exercise 4. Readings and Comments (226-9).

V. Exercise 5. Written exercises.

- A. In the vocabulary on pp. 221-3, find twelve or more contract verbs derived from nouns or adjectives ending in -η, -α, or -ος.

Lesson XII. Athematic Verbs.

I. Exercise 1: Forms (231-9).

A. **ἴστημι**. Give (A) tense and voice; tell whether the form is (B) transitive or intransitive; (C) translate.

- | | (A) | (B) | (C) |
|----|-----------|-----|-----|
| 1. | ἴσῳσι | | |
| 2. | ἴστατο | | |
| 3. | ἔστη | | |
| 4. | στήσαι | | |
| 5. | στήσω | | |
| 6. | ἔστηκας | | |
| 7. | εἰστήκει | | |
| 8. | ἐστάθημεν | | |
| 9. | ἐστήξω | | |

B. **δίδωμι**. Tell what (A) tense each form is and (B) translate.

- | | (A) | (B) |
|----|---------|-----|
| 1. | δοῦναι | |
| 2. | ἐδίδοσο | |
| 3. | διδόασι | |
| 4. | διδόναι | |
| 5. | δώσουσι | |
| 6. | ἔδωκε | |
| 7. | ἐδόθης | |
| 8. | δέδωκε | |
| 9. | ἔδου | |

C. **δείκνυμι**. Identify (A) tense and (B) voice; (C) translate.

- | | (A) | (B) | (C) |
|----|--------------|-----|-----|
| 1. | δεικνύναι | | |
| 2. | δείξαι | | |
| 3. | δεικνύσαι | | |
| 4. | δεικνύασι | | |
| 5. | ἐπιδείξεις | | |
| 6. | δειχθήσομαι | | |
| 7. | δειχθήναι | | |
| 8. | ἐδείκνυ | | |
| 9. | ἐπιδέδεικται | | |

II. Exercise 2. Vocabulary (239-40). A. Listen and Repeat.

B. Quiz. Give meaning.

- | | | | | |
|----|----|----|----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |

C. Give one compound of each. Translate.

- 1.
- 2.

- 3.
- 4.
- 5.
- 6.
- 7.

III. Exercise 3. Readings with Comments (244-6).

IV. Exercise 4. A. Written.

1. What is the basic difference between -μι verbs and -ω verbs?
2. What tenses of -μι verbs have the peculiar athematic conjugation?
3. What tenses of -ω verbs are thematic?
4. What tenses of -ω verbs are athematic?
5. Do -μι verbs have any thematic tenses?
6. Name the three types of -μι verbs.
7. Which of the three types is most regular?
8. What tenses of the -νυμι type show the peculiar athematic conjugation?
9. How do the futures of -μι verbs differ in conjugation from those of -ω verbs?
10. Underline the correct form of τίθημι in each group.

a. ἐτίθεις	ἐτίθης	τίθεις
b. τιθείς	ἔθεις	ἐθήκαμεν
c. θηκέναι	ἐθήκαι	θεῖναι
d. ἐτίθησαν	ἐτίθη	ἐτίθεσαν
11. Underline the correct form of δίδωμι in each group.

a. δίδομι	δίδωμαι	ἐδίδουν
b. δόντοις	δοῦσι	δῶσι
c. ἐδίδου	διδῶναι	δωκέναι
d. διδόμενος	διδώμενος	δωκόμενος
12. Underline the correct form of ἵστημι in each group.

a. ἱστάασι	ἱστήασι	ἱστᾶσι
b. ἵστη	ἵστημεν	ἱστήμεθα
c. ἐστήμην	στάσθαι	στήσασθαι
d. ἐστηκώς	ἔστατε	ἐστήναι
e. ἐστήξω	ἔστησαν	στεῖναι
13. Underline the correct form of ἵημι in each group.

a. εἶναι	ἰέναι	ἰέναι
b. ἰέντα	εἶν	ἵημεν
c. ἔτο	ἰόμενος	ἴεσο

Lesson XIII, Subjunctive and Optative.

I. Subjunctive

- A. Forms and comments on the tape (249-54).
- B. Readings with questions and comments (256-7).

II. Optative.

- A. Forms and comments on the tape (258-63).
- B. Readings with questions and comments (264-6; 268-9).

III. Exercise 3.

A. Written questions.

1. What tenses of the subjunctive exist in Greek?
2. Which tenses of the subjunctive are augmented?
3. What happens to the thematic vowel in the subjunctive?
4. Which types of endings are used for the aorist subjunctive, primary or secondary?
5. What are the three main uses of the subjunctive in independent clauses?
6. What types of conditions use the subjunctive?
7. Why is the optative not augmented?
8. What types of verbs use the -ιη- type of optative?
9. What tenses of -ω verbs show the -ιη- type of optative?
10. Name two uses of the optative in independent clauses.
11. What kinds of conditions use the optative?

Lesson XIV, The Imperative Mood.

I. Exercise 1.

A. Listen and practice the Imperative Forms of παύω (272).

B. Turn off the tape and write down the imperative forms of παιδεύω.

Present Active

Present Middle-Passive

Aorist Active

Middle

Passive

Perfect Active

Perfect Middle-Passive

C. Practice second aorist imperative of λείπω (272).

D. Turn off the tape and write down the forms of the second aorist imperative of άγω.

Present Active

Present Middle-Passive

E. Readings: Listen to the comments and hints on the tape (276-9).

F. Optional reading: The Lord's Prayer. (Underline the imperatives.)

Πάτερ ήμών ό έν τοίς ούρανοίς άγιασθήτω τό όνομά σου. έλθέτω ή βασιλεία σου. γενηθήτω τό θέλημά σου, ώς έν ούρανώ και έπί γής. τόν άρτον ήμών τόν έπιούσιον δός ήμίν σήμερα. και άφες ήμίν τά όφειλήματα ήμών. ώς και ήμεις άφήκαμεν τοίς όφειλέταις ήμών. και μη είσενέγκης ήμάς είς πειρασμόν, αλλά 'ρύσαι ήμάς από του πονηρού.

Part II

Reading of Sappho and Praxilla (279-80)

Fragment 1 [for text and various translations, go to]

<http://classicpersuasion.org/pw/sappho/sape01u.htm#fr001>

SAPPHO: Fragment 1

Deathless Aphrodite, sitting pretty,
Zeus' daughter, ploy plotter, I pray to you:
do not with sorrows and cares break
my heart, goddess,

but come to me, if ever before
you heard me calling from far away.
You 'd leave your father's golden home
and fly down to me,

lovely swift sparrows drawing your chariot
with fluttering wings would draw you
over dark lands down the sky
through the air

Soon they are here. And you well-poised
a happy smile on your goddess face
ask what bothers me this time, why I am
calling you this time

What I want most of all in my stormy
heart. "Who is it this time I shall seduce
to draw *you* into *her* love? Sappho
who's done you wrong?

"If she shuns you now, soon she'll come
following you. If she scorns your gifts soon *she'll*
give to *you*. If she doesn't love you now, soon
she will against her will."

Goddess, come to me this time too.
Free me from my hard thoughts.
All I really want to do, do for me, Aphrodite,
fight for me.

translated by C. and L. Luschnig

Review of Principal Parts (* pp. 309-13).

A Reading from Plato's *Protagoras*

ἦν γὰρ ποτε χρόνος, ὅτε θεοὶ μὲν ἦσαν, θνητὰ δὲ γένη οὐκ ἦν. ἐπειδὴ δὲ καὶ τούτοις
χρόνος ἦλθεν εἰμαρμένος γενέσεως τυποῦσιν αὐτὰ θεοὶ γῆς ἔνδον, ἐκ γῆς καὶ πυρὸς
μίξαντες καὶ τῶν ὅσα πυρὶ καὶ γῆ κεράννυται. ἐπειδὴ δ' ἄγειν αὐτὰ πρὸς φῶς ἔμελλον,
προσέταξαν Προμηθεὶ καὶ ἑπιμηθεὶ κοσμήσαί τε καὶ νεῖμαι δυνάμεις ἐκάστοις ὡς
πρέπει. Προμηθεὶα δὲ παραιτεῖται ἑπιμηθεὺς αὐτὸς νεῖμαι, νεῖμαντος δέ μου, ἔφη,
ἐπίσκεψαι· καὶ οὕτως πείσας νέμει. νέμων δὲ τοῖς μὲν ἰσχὺν ἄνευ τάχους προσῆπτεν, τὰ
δ' ἀσθενέστερα τάχει ἐκόσμηι· τὰ δὲ ὤπλιζε, τοῖς δ' ἄοπλον διδοὺς φύσιν ἄλλην τιν'
αὐτοῖς ἐμηχανᾶτο δύνάμιν εἰς σωτηρίαν.

Once upon a time, the gods existed, but mortal creatures did not. And when the destined time of their
birth came, the gods formed them within the earth, blending them from earth and fire and from those
things which are formed by being combined with earth and fire. When they were about to bring them

into the light, they appointed Prometheus and Epimetheus to embellish them and distribute to each the appropriate specializations. Epimetheus begs Prometheus to let him make the distribution. "And when I have finished, you inspect them." And so he persuaded him and began the distribution. To some he attached strength without speed, the weaker he equipped with speed. Some he armed and for those that were not armed he devised some other means of survival.

τὸ τέλος