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Introduction

АЛΦΑΒΗΤΟΣ

A. Exercises
1. Practice writing the letters:

Small (using a variety of fonts):

α β γ δ ε ζ η θ ι κ λ μ ν ξ ο π ρ σ τ υ φ χ ψ ω
a b g d e z h q i k l m n c o p r s / j t u f x y w

 Capitals:

Α Β Γ Δ Ε Ζ Η Θ Ι Κ Λ Μ Ν Ξ Ο Π Ρ Σ Τ Υ Φ Χ Ψ Ω
А B G D E Z H Q I K L M N O P R S T U F X Y W

2. Transliterate and give one English derivative of each:

φωνή  τύραννος  γάμος
έθος  οφθαλμός  κλέπτω
διάβολος  χρόνος  ξηρός
ιδιος

3. Transliterate into Greek:

ichthys  theos  graphō
katharsis  hybris  skēnē
Oedipus  Thucydidēs

Using the glossary at the end of your textbook, find meanings for:

βουλεύω  βούλομαι  πέμπω
μακάριος  σωφροσύνη  λύω
δικαιοσύνη  χάρις  ιμάτιον
γίγνομαι  ἀρετή  καλός
B Sample Quiz on the Alphabet

1. Fill in the missing letters:

\[ \alpha \beta \gamma \varepsilon \zeta \iota \kappa \lambda \mu \xi \omicron \pi \sigma / \upsilon \psi \omega \]

2. Write the Greek letters for three labials __________________________

Write the seven Greek vowels _________________________________

___ Before ___ ___ ___ and ___ is pronounced ng.

The “h” sound is represented in Greek by the mark ___

\[ \tau \delta \theta \] are a) palatals b) dentals c) nasals

3. Transliterate into the Roman alphabet:

\[
\begin{align*}
\delta \rho \alpha \mu \alpha & \quad \gamma \lambda \omega \sigma \sigma \\
\sigma k \eta n \eta & \quad \phi \omega n \eta \\
\xi \epsilon \nu o \zeta & \quad \beta i \beta \lambda i o n \\
\omicron \delta \delta \omicron & \quad \Pi \rho \omicron \mu \eta \theta e \upsilon \zeta
\end{align*}
\]

4. Put into Greek letters:

dōron
theos
sphinx
zōnē
ultima = the last syllable
penult = the next to last syllable
antepenult = the syllable before the next to last

1. There are three accent marks in Greek:

á ꞏ á (acute: a rising pitch) may fall on the ultima, penult, antepenult. It may fall on a long or short vowel/diphthong.
   Examples: καλός, ἀρετή, παιδίων, ἀνθρωπός

á ꞏ á (grave: the steady pitch) falls only on the ultima. It is used when a word accented with an acute on the ultima is followed by another word without punctuation between them. Like the acute in may fall on a long or a short.
   Examples: ὁ καλός ἀνθρωπός, ἡ καλή ψυχή, τὸ καλὸν παιδίον

á ꞏ á (circumflex: a rising-falling pitch) may fall on the ultima or penult, only on long vowels/diphthongs.
   Examples: δῶρον, ὁδόυ

2. How far back an accent can go depends on the LENGTH OF THE ULTIMA:

   SHORT ULTIMA: the acute can go on the antepenult, penult, or ultima: ἀνθρώπος, παιδίον, ὁδός. The circumflex can go on the penult: πλοῦτος, Ἀθηναίος.
   LONG ULTIMA: the only accent that can go on the penult is the acute: πλοῦτου. If the ultima is long, no accent can go further back that the penult: ἀνθρώπου.

3. The accent of verbs is recessive: it goes as far back as possible. That is, if the ultima is short, the accent goes on the antepenult; if the ultima is long the accent goes on the penult.
   Examples: βούλομαι, πέμπωμεν, βουλευόμεθα, παιδεύεις

4. The accent of nouns is inherent: that is, it must be learn with each noun as a part of the word. The accent of nouns is persistent: it stays in the same
place unless it is forced to move forward in the word by a change in the length of the ultima in different forms of the word.

Examples: ἄνθρωπος, ἄνθρωποι -- ἄνθρωπος, ἄνθρωπος

πλοῦτος, πλοῦτον -- πλοῦτος, πλοῦτος

5. __________________’s rule (fill in your own name, or the name of a fellow student):
   IF 1. the ultima is short and
   2. the penult is long and
   3. the penult is accented,
   THEN
   the accent is the circumflex.
   Examples: δῶρον, πλοῦτος, γνῶμαι


III

Vocabulary for readings in the Introduction

ἀντωνυμία pronoun
ἀρθρον article
ἀφωνα mutes
βαρύς grave [accent]
γένος pl. γένη gender(s) kind(s)
γράμματα letters
dασέα aspirated consonants
dιπλά double consonants
dιφθογγοι diphthongs
eπίρρημα adverb
καί and
μέν ... δέ point to items being contrasted or listed
μέσα voiced consonants
μετοχή participle
όνομα name i.e. noun
ὀξύς acute [accent]
περισσώμενος circumflex
πνεύμα ὀσύ rough breathing
πνεύμα ψιλόν smooth breathing
πρόθεσις preposition
ῥήμα verb
σύμφωνα consonants
σύνδεσμος conjunction
tόνοι accents
φωνή voice
φωνήντα vowels
ψυλά unvoiced consonants

Notes on transliteration (for use in finding English derivatives and transliterating names)

\(\gamma\gamma, \gamma\kappa, \gamma\xi, \gamma\chi\) \rightarrow ng nk nx nch (e.g. ἄγγελος > angel, angelus; Σφίγξ > Sphinx)

\(\upsilon > y\)  \(\rho > r\)

\(\alpha > ae, e\)  \(\epsilon > e, i\)  \(\omicron > oe, e, i\)  \(\omicron > u\)

I-subscript is usually not transliterated.

Endings often are dropped when words come into English, but they are usually kept in proper names, but are changed into Latin (that is, for traditional spellings; but some Greek scholars prefer to keep the spelling closest to Greek).

Checklist: what you should know

1. Alphabet
2. Punctuation
3. Classification of letters
4. Diphthongs
5. Accents
6. Breathings
7. Nasal gamma
Lesson I

Part 1 VERBS
A. Summary

1. The characteristics of verbs in Greek (what the endings show):

<table>
<thead>
<tr>
<th>person</th>
<th>number</th>
<th>tense</th>
<th>voice</th>
<th>mood</th>
</tr>
</thead>
</table>

Verbs are defined by these characteristics. Lesson One introduces the present (tense) active and middle/passive (voices) indicative (mood) and infinitive.

2. **VOICE**:
   - Active: “I stop” [something]
   - Middle: “I cease” [i.e. “stop myself” doing something]
   - Passive: “I am being stopped” [from doing something by somebody or something else]

In the present tense the middle and passive have the same form. That means that you can translate them either way, unless there is a CONTEXT that tells you which is meant.

3. **ENDINGS** for the present indicative and infinitive:

   **Indicative**
   ```
   Active ------- Middle/Passive
   -ω -ομαι |
   -εις -εται |
   -ει -δεθαι |
   -ομεν -ονται |
   -ετε -οσθαι |
   -οσι(ν) -οσθαι |
   |
   I | you (thou) | he, she, it | we | you (y'all, ye) | they |
   ```

   **Infinitive**
   ```
   -ειν |
   -οσθαι |
   to |
   ```

4. How to translate the present: πέμπεις “you send”, “you are sending”. πέμπεις; “are you sending?” “do you send?”. πέμπεται “she/he is being sent” (passive); “she/he is sending for” [something] (middle)

5. Deponent verbs: some verbs have no active forms (or no active forms in certain tenses). They use only the middle/passive endings, but are translated as if they were active. The verbs in Lesson one that are deponent are:
   - βούλομαι
   - γίγνομαι (has active forms in the perfect tense)
   - ἔρχομαι (has active forms in the aorist and perfect tenses)
B. SOME ADDITIONAL HELP WITH ACTIVE, MIDDLE, AND PASSIVE

ἀγω
ACTIVE: bring, lead, carry, convey, march
MIDDLE: carry away for oneself, take with one, marry [a wife]

ἀρχω
basic meaning: be first [in time or station] > begin, rule
ACTIVE: begin, rule
MIDDLE: make a beginning, start anew
PASSIVE: be ruled

βουλεύω
ACTIVE: take counsel, deliberate on, plan, advise
MIDDLE: agree upon, take counsel with oneself, resolve to do

γράφω
original meaning: scratch
ACTIVE: draw, write, register, enrol
MIDDLE: write for one’s own use, take notes; indict [somebody]
PASSIVE: be indicted, be enrolled

ἐθέλω = θέλω
ACTIVE ONLY: wish, be naturally disposed to, mean [wish to say]; ἐὰν θέλεις “if you please”

ἐχω
ACTIVE: have, [with adverbs] be
MIDDLE: hold oneself to, cling to, lay claim to, be eager for, maintain oneself, border on, hold off from

λέγω
ACTIVE: pick, count, say, speak, mean
PASSIVE: be said [to be something]; λέγεται “it is said”

λείπω
ACTIVE: leave, leave at home, forsake
MIDDLE: leave behind oneself [as a memorial]
PASSIVE: be left, survive, be abandoned

μένω
ACTIVE ONLY: remain, stay

παιδεύω
ACTIVE: bring up a child [train or teach rather than simply nourish], discipline; [later] punish
MIDDLE: have someone taught, cause someone to be educated
PASSIVE: be taught [something]
πέμπω  
ACTIVE: send, dispatch, conduct  
MIDDLE: send for [something or someone]  
PASSIVE: be sent

πιστεύω  
ACTIVE: trust  
MIDDLE: have [something] entrusted to one  
PASSIVE: be trusted, be believed

πράττω = πράσσω  
ACTIVE: accomplish, make, do, practice, be in a certain state [cf. how are you doing?]  
MIDDLE: make for oneself [as money, interest, profit]

φέρω  
ACTIVE: bear, carry, bring, offer  
MIDDLE: bring with one for one’s own use, win for oneself

πιστεύω  
ACTIVE: trust  
MIDDLE: have [something] entrusted to one  
PASSIVE: be trusted, be believed
C. Sample Quizzes and Exercises on the Present Active and M/P

Quiz #1
A. Conjugate \( \pi\alpha\acute{\omicron} \omega \) in the present active and middle-passive indicative and infinitive; translate each form.
B. Tell what pronoun (I, you, she/he/it, they, etc.) is used to translate each of these:
Example: \( \pi\omicron\sigma\tau\epsilon\omicron\omicron\mu\epsilon\nu \) we
1. \( \lambda\epsilon\iota\pi\omicron\omicron\sigma i \)
2. \( \phi\epsilon\rho\omicron\nu\tau\omicron\alpha i \)
3. \( \acute{o}\gamma e i \) (2)
4. \( \acute{\epsilon}\chi\epsilon\tau\alpha i \)
5. \( \gamma\iota\gamma\nu\epsilon\iota \) (deponent.)
Γ. Translate these forms.
1. \( \acute{\epsilon}\rho\chi\omicron\nu\tau\alpha i \)
2. \( \pi\iota\sigma\tau\epsilon\omicron\omicron\mu\epsilon\nu \)
3. \( \lambda\acute{\omicron}\iota\iota \)
4. \( \gamma\rho\acute{\alpha}\phi\omicron\tau\omicron\epsilon\tau\alpha i \)
5. \( \acute{\epsilon}\chi\epsilon\tau\epsilon \)
Δ. Vocabulary: give the meaning:
1. \( \acute{o}\rho\chi\omicron \)
2. \( \pi\epsilon\iota\theta\omicron \)
3. \( \lambda\epsilon\iota\pi\omicron \)
4. \( \pi\acute{\alpha}\tau\tau\omicron \)
5. \( \beta\omicron\upsilon\omicron\omicron\omicron\alpha i \)

Quiz #2
A. Conjugate \( \pi\epsilon\mu\omicron\omicron\omicron \) in the present active and middle-passive indicative and infinitive.
B. Translate these:
1. \( \acute{o}\rho\chi\epsilon\iota\iota \)
2. \( \pi\epsilon\iota\theta\omicron\omicron\omicron\theta\alpha \)
3. \( \pi\acute{\alpha}\tau\tau\epsilon i \) (2)
4. \( \lambda\epsilon\iota\pi\omicron\omicron\sigma i \)
5. \( \acute{\epsilon}\rho\chi\epsilon i \) (1)
Γ. Vocabulary: give the meaning:
1. \( \acute{o}\gamma \omega \)
2. \( \acute{\epsilon}\chi \omega \)
3. \( \pi\omicron\acute{\alpha}\delta\epsilon\omicron\upsilon\omicron \)
4. \( \pi\alpha\upsilon\omicron \)
5. \( \beta\omicron\upsilon\omicron\omicron\omicron\alpha i \)
Exercises on verbs in the present

1. Translate into English:
παύω
παύομαι (2)
γράφεται (2)
γράφουσι
βουλόμεθα
βουλεύομεν
πείθετε
ἐχειν
φέρεσθαι (2)
ἀρχονταί (2)

2. Correct these (only 1 has a mistake in accent):
πεμπώεις
φέροται
βούλομεν
παιδεύομεθα
γίγνουσι

3. Translate into Greek:
I am writing.
I am taking notes.
She is sending this. (this = τούτο)
He is sending for this. (this = τούτο)
We are going.
They are being carried.
To go
To cease
He is ransoming her. (her = αὐτήν)
She is leading them. (them = αὐτούς)

4. Translate into English:
1. βουλονται ἐχειν εἰρήνην;

2. μένετε ἡ λείπετε;
Part 2  NOUNS

A. Summary

1. The **characteristics** of nouns in Greek are **gender number case**. The article given with each noun provides a gender sign.

2. The **CASES** show what nouns (and pronouns and adjectives) are doing in the sentence. The case endings show the relationships of nouns to other words in the sentence. There are four cases in Greek (plus the vocative, which was not considered a case by the early grammarians):

   - **Nominative**: the case of the grammatical subject of the sentence (and anything that agrees with the subject or renames it with a linking verb). The subject is the word that determines the person and number of the verb. The verbs γίγνομαι (become), εἰμί (be), φαίνομαι (seem) take the nominative case in the predicate.

   - **Genitive**: the case of one noun depending on another noun. The genitive is used for possession (of), separation (from), and as object of verbs meaning “rule”.

   - **Dative**: the case of the party interested in the action (for), the indirect object (with verbs like give, speak: to), the instrument with which something is done (by, with), place where (in, on, at), the object of verbs meaning “trust”.

   - **Accusative**: the case of the direct object (the thing caused or most directly affected by the verb), the end of motion (to, as in go to).

Vocative: the case of direct address, used to call someone a name or by name.

Learn the first four cases by heart. Learn the **ARTICLE** by heart.

Make a chart of the case endings:

First Declension -η    Second Declension -ος    Second Declension -ον

<table>
<thead>
<tr>
<th></th>
<th>sing.</th>
<th>plur.</th>
<th>sing.</th>
<th>plur.</th>
<th>sing.</th>
<th>plur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom.</td>
<td></td>
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<td>Gen.</td>
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<td>Dat.</td>
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<td></td>
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<tr>
<td>Acc.</td>
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</tbody>
</table>
B. Some hints about cases and prepositions

1. How to recognize the direct object in English:

   The usual word order in English is **subject-verb-[indirect object]-direct object**. The object most directly caused (or affected) by the action of the verb is the **direct object**. It is easily recognizable in Greek because it is in the **accusative** case. For example, *We give (our) loved ones presents.*

   **We** | give | presents | loved ones

   We = subject give = (transitive) verb
   loved ones = indirect object: dative τοίς φίλοις
   presents = direct object: accusative δῶρα

   Another way of expressing the same thing in English is *We give presents to our loved ones*. If you are in doubt try this substitution. When there are two objects, the object that makes sense as the object of “to” is the **indirect** object.

   **PROBLEM:** In Greek, some verbs *take* other cases than the accusative. That is, the object in the English sentence will not always be accusative in Greek. English does not have an accusative case. Greek has three **oblique** cases (genitive, dative, accusative). Most Greek verbs take the accusative as their object, but verbs meaning “trust” take the dative; verbs meaning “rule” take the genitive, for example. This must be learned by practice. νομοὶς πιστεύομεν. νήσων ἀρχομεν.

2. Translating English prepositions:

   **of** = the genitive case (without a preposition in Greek)

   **by** = the dative case (usually without a preposition in Greek) if it refers to **things** (by means of: the instrumental dative); if it refers to **persons**, by is ὑπὸ with the genitive (agent).

   **with** = the dative without a preposition if it is the same as “by means of”. If *with* means “in the company of”, it is σὺν with the dative. **With an axe** is instrumental; **with their friends** is accompaniment.

   **to** = the dative case if it is equivalent to an indirect object. If it is in an expression like *go to the islands*, then it is a preposition with the accusative.
C. More Notes on Cases

1. Decline article (according to the pattern) and noun (according to pattern).

2. The CASES:
   Find examples for each of the uses.

**NOMINATIVE**

- η - ος - ον - αι - οι - α

**GENITIVE**

- ης - ου - ων

**DATIVE**

- η - ψ - αις - οις

**ACCUSATIVE**

- ην - ουν - ας - ους - α

**VOCATIVE**

- α - ε - ουν - αι - οι - α

εἰρήνη ὁνθρωπε ( < ὤ ἄνθρωπε)
η ἀπόκρισις, ὦ φίλε, ἄνεμοις φέρεται.
D. Sample Quizzes and Exercises on Nouns

Exercises on Lesson I

Part One:
1. In the Readings and sentences find:
   a. A neuter plural subject with a singular verb
   b. A dative with a verb meaning “trust” or “obey”
   c. A genitive of separation.
   d. A dative of means.
   e. A genitive of possession.

2. Decline with the article:
   a. ἕργον
   b. ὄδος
   c. γνώμη
   d. φίλος

3. Review Verbs and Conjugate:
   a. ἔχω
   b. ἔρχομαι

4. Translate into Greek:
   1. The gifts are being carried to the strangers.
   2. We are making peace by means of thought and determination.
   3. Human beings have goodness in their [= the] souls.

5. Correct the accents (hint: they are all wrong)
   ἀνθρωπος δωρον δωρον βουλων γνωμαι την οδον.
Sample Test on Lesson I

1. Forms:  A. Change to the plural of the same case:
   ἀρχή
   λόγος
   δῶρον
   ἀρετήν
   βίος

   B. Change to the singular:
   ξένος
   ψυχών
   παιδία
   δίκαιος

2. List two uses for each of the cases (and give 3 or more endings for each):
   Example:  Nominative: subject, predicate nominative (with verb “to be,” “to become” etc.) -ος -η -ον -οι -αι -α

   Genitive
   Dative
   Accusative

3. Vocabulary: for nouns give genitive and article and meaning; for prepositions, give meaning and tell what case(s) is (are) used with each.
   Ex. ἀνάγκη ἀνάγκης, ἡ necessity σὸν + dative with

   βουλή
   γνώμη
   ἔργον
   εἰρήνη
   θάνατος
   πόνος
   χρόνος
   ἕν
   παρά (3)

4. Article: give the form of the article that agrees with each (8):
   λόγοι
   μέτρον
   ἀνθρώπους
   πολέμων
   ψυχαί
   ἔργα
   ἀρχήν
   ὁδὸν

5. Translate
   1. παρὰ τοῖς ξένοις μένειν βουλέσθη;
   2. ἡ τοῦ ἀνθρώπου ψυχή πλοῦτον ἔχει.
   3. ἡ μὲν ὁδὸς εἰς εἰρήνην ἄγει, ἡ δὲ [ὅδὸς] εἰς πόλεμον [ἄγει].
Sample Quiz on nouns: Lesson 1

1. Vocabulary: give genitive, article and meaning:
   Ex. νῆσος, νήσου, ἡ island
       πλούτος          δῶρον
       ἀρετή          πόνος
       ὁδός          γνώμη
       λίθος          ἀνάγκη
       ἔργον          δίκη

2. Tell what case each takes and give meaning with that case
   Ex. σύν + dative with
       ἐν
       παρά

3. Give one use or meaning for each case:
   Ex. Genitive “of” or “from” / possession, separation
       Nominative ______________________________
       Dative _______________________________
       Accusative _______________________________

4. Identify Case and give the correct form of the article to agree with each:
   Ex. ἀνθρώπω dative – τῷ
       ἀνθρώπους          ἀρχῶν
       φίλοι          ἔργα
       λόγον          δίκη
       παιδίον

Translate:
1. τὰ παιδία τοῖς ξένοις φέρειν βιβλία βούλεται.
2. ἡ μὲν εἰρήνη βίον παρά τοὺς ἀνθρώπους ἁγεί, ὁ δὲ πόλεμος ἁγεί θανατοῦ.
3. δῶρα θεοῦς πείθει.
4. πέμπεσθε τοὺς λίθους τοῖς ἐν ταῖς νῆσοις φίλοις;
Lesson II
A. Summary and Check list

I  Imperfect tense: for action going on in the past (like English past progressive).
Translate, I was --ing, I used to --, I kept --ing. Middle: I was --ing for myself, etc.
Passive: I was being --, etc.

\[\text{I} + \text{present stem} + \text{secondary endings:}\]

<table>
<thead>
<tr>
<th></th>
<th>M/P</th>
</tr>
</thead>
<tbody>
<tr>
<td>-\text{ον}</td>
<td>-\text{όμην}</td>
</tr>
<tr>
<td>-\text{ες}</td>
<td>-\text{ου}</td>
</tr>
<tr>
<td>-\text{ε}</td>
<td>-\text{ετο}</td>
</tr>
<tr>
<td>-\text{ομεν}</td>
<td>-\text{όμεθα}</td>
</tr>
<tr>
<td>-\text{ετε}</td>
<td>-\text{εσθε}</td>
</tr>
<tr>
<td>-\text{ον}</td>
<td>-\text{οντο}</td>
</tr>
</tbody>
</table>

Augment: \text{-} if the verb begins with a consonant
if the verb begins with a vowel:
\[\alpha > \eta \quad \text{αγω} > \text{γον} \]
\[\varepsilon > \eta \quad \text{ερχομαι} > \text{ερχομην} \]
sometimes \(\varepsilon > \varepsilon \quad \text{εχω} > \text{εχον} \)

The imperfect has no infinitive.

II  The verb “to be”: an irregular verb to be memorized.

<table>
<thead>
<tr>
<th>Present</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>ε\text{ιμι}</td>
<td>ε\text{σμεν}</td>
</tr>
<tr>
<td>ε\text{ι}</td>
<td>ε\text{στε}</td>
</tr>
<tr>
<td>ε\text{στι}</td>
<td>ε\text{ισι}</td>
</tr>
</tbody>
</table>

ε\text{ιναν} (infinitive)

For the accent of ε\text{ιμι}, see the textbook.

Note that ε\text{ιμι} is used with the nominative in the predicate.

III  Adjectives in -\text{ος} -\text{η} -\text{ον} (first and second declension)

Adjectives agree with their nouns in gender, number, and case.

Some adjectives have just the -\text{ος} -\text{ον} endings. Most compound adjectives are of this type. They use the -\text{ος} endings for both masculine and feminine.

Positions of the Adjective:
1. Attributive:
   - \text{article}-adjective \text{noun}
   - \text{article} \text{noun} \text{article}-adjective
   - \text{noun} \text{article}-adjective
2. Predicate (add \text{is/are} to your translation):
   - \text{adjective} \text{article}-\text{noun}
article-noun adjective

B. The Relative Pronoun

Forms (see below): learn the forms; write them on a card.
In English: who, whose, to whom, whom, which, that (what, meaning “the things which”). The English forms are the same in both singular and plural. The forms of who are for persons; which is used of things; that can be used for either persons or things.

Use and Definitions:
A clause contains a subject and a predicate. A sentence contains at least one clause, but not every clause is a sentence. A clause that depends on another (and so does not form a sentence by itself) is called a dependent (or subordinate) clause. Relative pronouns introduce dependent clauses of a type called relative clauses.

Note: The subject is that about which something is said. The predicate is what is said about the subject.

Relative clauses introduced by relative pronouns (as opposed to relative adverbs) are adjectival, that is they describe or modify a noun or pronoun in the main clause (or the clause upon which they depend). This noun or pronoun is called the antecedent (or thing that goes before). The relative pronoun must agree with its antecedent in gender and number, but, since the relative pronoun belongs to a different clause (subject predicate group) from its antecedent, its case depends on the part it plays in its own clause.

To determine which of the forms to use, first figure out what the relative refers to. This will eliminate all but the four forms that are the right number and gender. To decide which case to use you must understand the sentence grammatically. Try to figure out whether the relative is a subject or an object or a possessive in its own clause. Any relative sentence can be transformed into two (less sophisticated) sentences by substituting the antecedent for the relative pronoun.

Example:
The man whom we see is honest.

The main clause (which can be a complete sentence) is: The man is honest.

The relative clause is: whom we see ... Notice that this is not a complete sentence.

The relative pronoun whom refers to man in the main clause so it must be masculine singular.
One of these forms: ὁκ ὁ ὁ ὁ

We can figure out what case it should be by analyzing the clause or by making it into a sentence.
we|see|whom  OR We|see|the man.
subject|vb. object  subj|verb  object
**We** is the subject. **The man** is the object of the verb **see**, so we will put it into the accusative: ὅν.

<table>
<thead>
<tr>
<th>óς</th>
<th>ἦ</th>
<th>ὃ</th>
<th>who which that</th>
</tr>
</thead>
<tbody>
<tr>
<td>οὗ</td>
<td>ἦς</td>
<td>οὗ</td>
<td>whose, of whom, of which</td>
</tr>
<tr>
<td>ὦ</td>
<td>ἦ</td>
<td>ὦ</td>
<td>to/for/with whom/which</td>
</tr>
<tr>
<td>ὅν</td>
<td>ἦν</td>
<td>ὃ</td>
<td>whom, which, that</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>οἶ</th>
<th>αἰ</th>
<th>ἀ</th>
<th>who which that</th>
</tr>
</thead>
<tbody>
<tr>
<td>ὦν</td>
<td>ὦν</td>
<td>ὦν</td>
<td>whose, of whom, of which</td>
</tr>
<tr>
<td>οἰς</td>
<td>αἰς</td>
<td>οἰς</td>
<td>to/for/with whom/which</td>
</tr>
<tr>
<td>οὖς</td>
<td>αῖς</td>
<td>αῖ</td>
<td>whom, which, that</td>
</tr>
</tbody>
</table>

C. Exercise on Relatives

A relative pronoun agrees with its antecedent in _________ and _______, but its _______ depends on its role in its own _______.

In each of the sentences below:

a. Identify the relative pronoun and antecedent.

b. Tell what number and gender the antecedent is and list the forms of the relative in that number and gender.

c. Figure out what case the antecedent is and what case the relative is.

d. Give the Greek words for the antecedent and the relative.

Example:

**The women to whom you are writing are coming here today.**


b. The women is feminine and plural. The forms of the relative in feminine plural are αἰ ὅν αἰς ἀς.

c. The words the women are nominative because they are the subject of the verb are coming (ἐρχονται). The relative is dative because it is indirect object.

d. αἰ γυναικεῖς ... αἰς ...

1. I saw three children whose hair was green.
2. Did you speak to the men who were paving Hello walk?
3. What do you say to a child who puts sticky fingers on you homework papers.
4. Did we send for the Greek [woman] who had murdered her husband?
   “Send for” is the middle of the verb “send” and takes the accusative.
   Remember that you can leave out the generic words man, woman, thing if you have an adjective. Just put the article and adjective in the appropriate gender.
5. Three beautiful goddesses who were having a contest appeared to Paris on Mount Ida.
6. The best [woman] whom everyone in Thessaly admired for her courage was Alcestis.
7. We do not trust the wise [men] who are believed to be clever at speaking.
8. You have done wicked things which no Greek man or woman would have done.
9. The island on which they lived was very crowded.
D. Review of Accent Rules (introduction through Lesson II)

1. The **acute** may go on either long or short and on the ultima (ἄρετή), penult (φίλος, ἀγώ, παιδεύω) or antepenult (πιστεύομεν, ἄνθρωπος).

2. The **circumflex** may go only on long and on the ultima (βουλής) or penult (δώρον).

3. The **grave** goes only on the ultima. It may go on long or short. It is used when a word accented with the acute on the ultima is followed by another word without any intervening punctuation (τήν γνώμην).

4. How far back the accent can go depends on the length of the ultima.
   a. If the ultima is short, the acute can go back as far as the antepenult, but if the ultima is long, the acute can go back only to the penult.
      ἄνθρωπος ἄνθρωποι παιδεύομεν παιδεύω
   b. If the ultima is short the circumflex can go as far back as the penult, but if the ultima is long, a circumflex on the penult (in forms with a short ultima) will change to the acute.
      δώρον δώρου
   c. If the ultima is short and the penult is long and accented, then the accent is the **circumflex**.
      γνώμαι δώρα ἕγον, εἴχον

5. The accent of verbs is **recessive**. That means that it goes back as far as it can: (in words of more than two syllables) to the antepenult if the ultima is short, to the penult if the ultima is long.
   πιστεύομεθα πέμπομεν πιστεύειν βουλεύω

   Because in the imperfect the monosyllabic endings are short (-ον, -ες, -ε), the circumflex will fall on the penult if it is long in words of two syllables: ἕγον ἡγες ἡγε.

6. The accent of nouns and adjectives is persistent. It stays where it starts unless forced (by a change in the length of the ending) to go elsewhere.
   ἄνθρωπος, ἄνθρωποι -- ἄνθρωποι, ἄνθρωπο, ἄνθρωπος
   a. Nouns of the first and second declensions if accented on the ultima take the circumflex in the genitive and dative singular and plural:
      βουλής, βουλή βουλών, βουλαῖς
      θεοῦ, θεῷ θεῶν, θεοῖς
   b. Nouns of the first declension are circumflexed in the genitive plural. This is an exception to rule 6.
      γνωμῶν
   6 b (1). The accent of adjectives in the feminine genitive plural is like that of the masculine and neuter (if the forms are the same, as they are in -ος, -η, -ον & -ος, -α, -ον [ch. III] adjectives).

7. Enclitics are accented as if they were syllables added to the words before them.
   Examples:
a. ἄνθρωποι εἰσί: 2 accents on a word accented on the antepenult (second accent on the ultima before the enclitic).

b. δῶρα ἔστι: 2 accents on a word with circumflex on the penult (second accent on ultima).

c. λόγοι εἰσί: a two syllable enclitic will receive an accent on its ultima after a word accented with an acute on the penult.

d. βουλή ἔστι: an acute on the ultima does **not** change to a grave if the word following is an enclitic.

e. ἥ νῦ σέ ποι θεός ἵσχε: in a series of enclitics the first are accented and the last left unaccented.

f. For emphasis at the beginning of a sentence or clause enclitics are accented: ἔστι.
E. Parsing Guide for Diagramming Sentences

subject | predicate

subject (nom.) [supplied] | verb | direct object (acc.)

subject | verb | direct object
\adj. \adv. indirect object (dat.)

subject | verb “to be” etc. \ predicate n. or adj. (nom.)

I.3a. 6
ο χρόνος παίδευει το παιδίον.

ο χρόνος | παίδευει | το παιδίον

I.3a. 2
ο ήλιος τοις άνθρώποις τήν ἀρχήν τοῦ βίου φέρει.

ο ήλιος | φέρει | τήν ἀρχήν
\τοῦ βίου \τοίς άνθρώποις

I.3a. 12
τὰ δῶρα ἄγομεν παρὰ τοὺς θεοὺς.

ἄγομεν | τὰ δῶρα
\παρὰ: τοὺς θεοὺς

I.3a. 1
ἡ εἰρήνη φέρει τὸν βίον, ὁ δὲ πόλεμος θάνατον.

ἡ εἰρήνη | φέρει | τὸν βίον
\δὲ \{ ὁ πόλεμος | [φέρει] | θάνατον

I.3b. 12
δῶροις γὰρ πείθομεν τοὺς θεοὺς.

|γὰρ [ἡμεῖς] | πείθομεν | τοὺς θεοὺς
\δῶροις
II C.5. 9
καλὸς καὶ ἄγαθὸς ὁ σοφὸς ἄνθρωπος

ό ἄνθρωπος | [ἐστι] | καλὸς

| σοφὸς

{ } καὶ

ἄγαθὸς

II.5. 4
ἀθάνατος ἡ ψυχή.

ἡ ψυχή | [ἐστιν] | ἀθάνατος

II.5. 2
ἀγαθοὶ ἦτε γνώμην;

[عقب] | ἦτε | ἄγαθοὶ

\:γνώμην

II.5. 25
ὁ ἡλιος ὃς ἐφέρε τὸν βίον τοῖς ἄνθρωποις θεὸς ἐνόμιζε τοις ἄνθρωποις.

ό ἡλιος | ἐνόμιζε | θεὸς

| ὃς | ἐφέρε | τὸν βίον

tois anthropois

II.5. 7
οὐκ εἶχον ἀ ἐβούλοντο.

[oι ἄνθρωποι] εἶχον | [ἐκεῖνα]

\οὐκ | [οι ἄνθρωποι] ἐβούλοντο | ἀ

II.5. 30
ὁ σοφὸς ἔλεγε ὅτι ὁ βίος ἐστὶ χαλεπόν.

ό σοφὸς | ἔλεγε | ὅτι ὁ βίος | ἐστὶ | χαλεπόν

II A.4.2
οἱ ἄνθρωποι ἐνόμιζον τὸν ἥλιον εἶναι θεόν.

οἱ ἄνθρωποι | ἐνόμιζον | τὸν ἥλιον | εἶναι | θεόν

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F. Sample Tests and Exercises

Review exercises for Lesson II

1. Conjugate in the present and imperfect. [Practice until you can do these from memory with confidence and without hesitation].
   - παύω (26 forms)
   - γίνομαι (13 forms)
2. Name the **verb** and **translate**. Example: ἤγε < ἁγω “he/she was leading”
   a. ἐφερόμην
   b. ἐβούλετο
   c. ἡρχόμεθα (2)
   d. εἶχον
   e. ἐπεμπες
   f. ἐγράφου
3. Decline in full
   a. σοφός
   b. ἀδίκος
4. Give the form of the adjective to agree. Example: ἤ _____ ὁδός [καλὸς] καλὴ
   - τῆς ________ ὁδῷ [κακὸς]
   - τῶ ________ βίῳ [χρηστός]
   - τὸ ________ ἔργον [σοφός]
   - τοῦς ________ ἀνθρώπους [ἀδικος]
   - τὰς ________ γνώμας [ἀθάνατος]
5. Correct these: Look for agreement and NPS+SV [Forget accents.]
   - τὴν ἀδίκην γνώμην
   - τὸν κακὸν ὁδὸν
   - τὰ παιδία ἐφέρουσι τὸν λίθους
6. Translate:
   1. ἀθάνατος ἢ ἀρετή.
   2. χαλεπαί αἱ τῶν σοφῶν γνώμαι.
   3. τὰ ἐσθλὰ παιδία ἀ ἐλυόμεθα εἰς τὴν νήσουν ἐπέμπετο. δῶρα γάρ ἐστι τοῖς θεοῖς.
   4. ἤ μὲν ἐβούλετο ἀρετῆν ἔχειν, ἢ δὲ ἀρετῆν ἐίχεν.
   5. οἱ ἁγαθοὶ ἁγαθὰ ἐπραττον.
7. Write in Greek:
   1. The difficult words.
   2. The words are difficult.
   3. We are learning [μανθάνω = I learn] difficult words.
   4. They trust difficult words.
   5. We were not learning difficult [things] by means of difficult words.

Sample Quiz on adjectives and the relative pronoun

1. Give feminine and neuter and meaning
   Example: χρηστός χρηστὴ χρηστὸν good
   - ἀλογος [ἀλογος] ἀλογον unreasonable
   - δεινός
   - χαλεπός
   - ἀριστος

Sample Quiz on adjectives and the relative pronoun

1. Give feminine and neuter and meaning

---

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Άγαθός
καλός
κακός
ἄθανατος
μόνος
πρώτος
κοινός

2. Translate:
τὸ Ἑλληνικόν βιβλίον
τὸ βιβλίον Ἑλληνικόν.

3. Choose the correct adjective:

ή ______ όδός [καλός καλῆ καλὸν]
ή ______ ψυχή [ἀδικος ἀδίκη ἀδικον]

4. Translate

1. οὐκ εἴχομεν ὥ ἐβουλόμεθα.

2. καλαί ἤσαν αἱ νήσοι εἰς ὅς ἐπεμπον τὰ παιδία.

3. ὁ ἥλιος, ὃς φέρει τὸν βιον τοῖς ἀνθρώποις, θεός εἶναι ἐνόμιζετο.

Sample Test on Lesson II

I. Verbs:

A. Imperfect: give the imperfect forms of these presents:

1. βουλομαί
2. βουλεύετε
3. γίνεταί
4. φέροωσι
5. ἀγετε
6. ἔχεις
7-8. πέμπει

From εἰμί

9. εἰ
10. ἔστί
11. ἐσμέν
12. εἰσί

B. Translate these forms:

1. ἤ
2-3. ἔπαυον
4. ἐγράφου

II. Adjectives:

A. Vocabulary: give [fem.] and neut. and meaning:

1. χαλεπός
2. κοινός
3. μόνος
4. κακός
5. σοφός
6. πρώτος
7. δεινός
8. ὄλος
9. ἀδικος
10. ἀθάνατος

11-13. Give three words meaning “good”

III. Questions about grammar:

1. How can you tell whether τὰ μὲν ... means “some men” or “some things”? [2]

2. τὰ κακά means a) bad men b) evils c) the devil

3. οἱ σοφοὶ might be translated a) philosophers b) the wise c) wise men and women d) all of these

4. What is the difference between ἀγαθὸν τὸ βιβλίον and τὸ ἀγαθὸν βιβλίον? [2]

5-10. Pick the right form of the relative pronoun:
   5. The man whom I saw was Thucydides. ὃς ἦν ὁ ὁν
   6. Did you see the men who did it? ὃν οὐς οἱ ὃς
   7. The women whom we sent for are my cousins. ἅς ἦν οὖς αἰ
   8. The evils that men do live after them. ὁ ὁς ὁ οὐς
   9. The islands which we rule are ugly. ὥν ἡς ἦ οὐς
   10. The woman to whom you were writing is here. ὧ αἰς ἦ

IV. Translate:
   1. ἀθάνατος ὁ θάνατος ἐστιν.
   2. αἱ μὲν ἦσαν καλαὶ, αἱ δὲ κακαὶ.
   3. ὁ σοφὸς ἔλεγε ὅτι [“that”] ὁ βίος ἐστὶ χαλεπόν καὶ ἐνταῦθα [“then”] τέθηκες [“you're dead”]
   4. βιβλία περὶ τῆς ψυχῆς ἐγράφητο;
   5. ἐβουλευόμεθα ἔχειν ἀ οὐκ εἴχομεν.

Extra. Translate these sayings, idioms, expressions:

1. κοινὰ τὰ τῶν φίλων.
2. οἱ τότε
3. δεινός λέγειν
4. παρὰ νόμον
5. πάντα γὰρ οὐ κακός εἰμι.
Lesson III

A. Summary

1. Future Active and Middle (MIDDLE only, NOT M/P)

*** Use the same endings as the present.

add σ to the stem: παυ- + σ + ω + εις -ει + ομεν + ετε -ουσι
-ομαι -ει -εται -ομεθα -εσθε -ουνται

If the Stem ends in a mute (labials, palatals, dentals)

π β φ + σ > ψ πέμπω > πεμψω γράψω > γράψω
κ γ χ + σ > ξ ἀρχω > ἀρξω ἀγω > ἀξω
τ δ θ drop out before σ πείθω > πείσω

Irregular futures MUST BE LEARNED:

άκοιω, άκούσωμαι βοῦλομαι, βουλήσωμαι
γίγνομαι, γενήσομαι ἑθέλω, ἑθελήσω
ἐφορομαι, ἐλέυσομαι ἔχω, σχήσω / έξω
λαμβάνω, λήψομαι μανθάνω, μαθήσομαι
πάσχω, πείδομαι πράττω, πραξω
φέρω, οἶσω

The future of εἰμί MUST BE LEARNED:

ἐσομαι ἐσόμεθα
ἐσει ἐσεσθε
ἐσται ἐσονται
ἐσεσθαι

2. Variations in the FIRST declension:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. -η -α -ης -ας</td>
<td>-αι</td>
</tr>
<tr>
<td>Gen. -ης -ας -ου</td>
<td>-ων</td>
</tr>
<tr>
<td>Dat. -η -α</td>
<td>-αις</td>
</tr>
<tr>
<td>Acc. -ην -αν</td>
<td>-ας</td>
</tr>
</tbody>
</table>

-α is used throughout the singular of first declension nouns and adjectives if the base ends in ε, ι, or ρ.

3. Demonstratives: LEARN the forms.
The demonstratives may be used as pronouns, but when they are used with nouns the article is used too. They go in the predicate position:

demonstrative -- article -- noun

<table>
<thead>
<tr>
<th>demonstrative</th>
<th>article</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>ἥδε</td>
<td>η</td>
<td>οδύς ἥδε</td>
</tr>
<tr>
<td>οὔτος</td>
<td>ο</td>
<td>βίος οὔτος</td>
</tr>
<tr>
<td>τούτο</td>
<td>το</td>
<td>βιβλίον τούτο</td>
</tr>
</tbody>
</table>
### B. Review of Prepositions

<table>
<thead>
<tr>
<th>Case</th>
<th>Preposition</th>
<th>Meaning</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>εἰς</td>
<td>into</td>
<td>DIRECTION TO</td>
</tr>
<tr>
<td>DAT</td>
<td>ἐν</td>
<td>in, on</td>
<td>PLACE WHERE</td>
</tr>
</tbody>
</table>

#### παρά alongside, near

<table>
<thead>
<tr>
<th>Case</th>
<th>Preposition</th>
<th>Meaning</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN</td>
<td>from (a place) near</td>
<td>SEPARATION</td>
<td></td>
</tr>
<tr>
<td>DAT</td>
<td>beside (at a place near)</td>
<td>PLACE WHERE</td>
<td></td>
</tr>
<tr>
<td>ACC</td>
<td>to (a place) near</td>
<td>DIRECTION TO</td>
<td></td>
</tr>
<tr>
<td>DAT</td>
<td>σύν = ξύν</td>
<td>with</td>
<td>ACCOMPANIMENT</td>
</tr>
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#### περί about, around

<table>
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<th>Case</th>
<th>Preposition</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>DAT</td>
<td>concerning, about</td>
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</tr>
<tr>
<td>ACC</td>
<td>around, near, with regard to</td>
<td></td>
<td></td>
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</tbody>
</table>

#### πρός face to face, facing

<table>
<thead>
<tr>
<th>Case</th>
<th>Preposition</th>
<th>Meaning</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN</td>
<td>from</td>
<td>SEPARATION</td>
<td></td>
</tr>
<tr>
<td>DAT</td>
<td>at, near, toward</td>
<td>PLACE WHERE</td>
<td></td>
</tr>
<tr>
<td>ACC</td>
<td>to, toward</td>
<td>DIRECTION TO</td>
<td></td>
</tr>
<tr>
<td>GEN</td>
<td>ἀπό</td>
<td>away from, from</td>
<td>SEPARATION</td>
</tr>
<tr>
<td>GEN</td>
<td>ἐκ/ἐξ</td>
<td>out of, from</td>
<td>SEPARATION</td>
</tr>
</tbody>
</table>

#### διὰ through

<table>
<thead>
<tr>
<th>Case</th>
<th>Preposition</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN</td>
<td>through</td>
<td></td>
</tr>
<tr>
<td>ACC</td>
<td>because of, on account of</td>
<td></td>
</tr>
</tbody>
</table>
C. Review of Cases (Lessons 1-3)

Nominative

Endings

Singular
- First Declension -η, -α, -ης, -ας
- Second Declension -ος, -ον
- Article ὁ, ἡ, τὸ

Plural
- First Declension -αί
- Second Declension -οι, -α
- Article οἱ, αἱ, τά

Uses: fill in one example of each use:
- The subject of the sentence (in agreement with the personal ending of the verb).
- The predicate noun or adjective of a copulative verb (e.g. εἰμί, γίγνομαι, φαίνομαι, λέγομαι) which renames the subject in the predicate. See also predicate position of adjectives.

Genitive

Endings

Singular
- First Declension -ης, -ας, -ου
- Second Declension -ου
- Article τοῦ, τῆς, τοῦ

Plural
- First Declension -ον
- Second Declension -ων
- Article τῶν

Uses: fill in one example of each use:
- The genitive is the case used for one noun depending upon another. It also has a number of uses peculiar to Greek (such as separation).
- Possession ("of", 's, s')
- With verbs of ruling (e.g. ἀρχω, βασιλεύω)
- Separation, with prepositions meaning “from” (e.g. ἀπό, ἐκ/ἐξ; παρά, πρὸς)
- Source (with ἄκουω)
- Agent (meaning “by”, with the preposition, ὑπό)
- The preposition περί is used with the genitive to mean “about”, “concerning”.


Dative

Endings

Singular
First Declension -η, -α
Second Declension -ω
Article τῷ, τῇ, τῷ

Plural
First Declension -αῖς
Second Declension -οῖς
Article τοῖς, ταῖς, τοῖς

Uses: fill in one example of each use:

The dative is the case of the interested party. It also has some special uses in Greek, such as instrument and place where.

Indirect object: the person or thing affected but indirectly by the action, NOT caused by the action of the verb. Most often seen with verbs like give to, send to, speak to, write to. Translated as indirect object (in English the first object: Give me an “A.” Tell me a story.) or with “to” (“Give that to Paul”).

With special verbs: certain verbs take the dative although their counterparts in English take the “objective case.” Modern English does not have dative and accusative. Verbs meaning “trust” take the dative (πείθω, πιστεύω).

Advantage or disadvantage: the person for whose benefit or to whose detriment something is or is done. For example after the expressions “good for” or “bad for.” Translate “for”.

Means: the instrument with or by which something is done. Translate: “by”, “with”, “by means of”.

Accompaniment: with the preposition σὺν. There is a difference between means and accompaniment. “With an axe” is means; “with their [=the] friends” is accompaniment. If in doubt try “along with”. Translate: “with”, “along with”, “together with”.

Manner: tells how something is done. In Greek no preposition is needed. Translate: “in”, “with”.

Respect: see the accusative of respect which is more common. No preposition. Translate: “in”.

Place where (locative): with prepositions meaning in, at, by, near, beside (ἐν, πρὸς, παρά, ὑπὸ) to show the place in which. Use with verbs of rest.

Accusative

Endings

Singular
First Declension -ην, -αν
Second Declension -ον
Article τόν, τήν, τό
Plural
First Declension -ας
Second Declension -ους, -α

Uses: fill in one example of each use:
Direct object: the object of an active or middle verb, caused or most directly affected by the action of the verb.

End of Motion (terminal accusative): the direction or destination after verbs of motion or verbs implying movement from one place to another, used with a preposition: εἰς, παρά, πρός. Translate: “to”, “into”, “toward”.

Accusative of respect: tells in what specific respect something is true. For example, “I am not bad at all things.” Translate: “in”, “at”.

The preposition διά is used with the accusative to mean “on account of”, “because of”.

D. Sample test for Lesson III

A. Translate these forms:
1. ἔσει
2. ἀρξομεν
3. λέιψετε
4. μαθήσονται
5. παυσόμεθα

B. Give the imperfect and future and the meaning of the verb in the same person, number and voice:
ex. (Mid.) γράφει -- ἔγραψον γράψει (write, mid. take notes)
1. γράφετε
2. ἀγεταί
3. ἀκούω
4. λαμβάνει
5. πειθόμαι
6. πάσχουμεν
7. φέρεις
8. πραττόμεθα
9. ἔχουσι
10. εἰσί

C. Vocabulary: give meaning. Give genitive and article of nouns; feminine and neuter of adjectives and pronouns:
1. δεσπότης
2. ἄξιος
3. δίκαιος
4. ἀλήθεια
5. ὀρα
6. τιμή
7. νέος
8. γλώττα
9. ημέρα
10. ὅδε
11. οὗτος
12. πολίτης

D. Choose the correct form to agree with the noun:

1. νεανίας α) οὗτος β) ταύτας γ) αὕτη
2. θάλατταν α) τάνδε β) ἤνδε γ) τήνδε
3. ποιητή α) τήδε β) τῶδε γ) οὔτω
4. ημέρα α) ταύτα β) ταύτη γ) αὕτη
5. δικαστήν α) τόνδε β) τήνδε γ) ὅνδε

E. Translate:

1. αἱ τούτων τῶν δικαίων πολιτῶν γνώμαι ἔξουσι τιμῆν.

2. τάδε τὰ αἰσχρὰ υπὸ ἐκείνου τοῦ καλοῦ ποιητοῦ ἐγράφετο;

3. αὕται αἱ ἀγαθαὶ καὶ σοφαὶ τὰ παιδία παιδεύονται ὑπὸ τῶν ποιητῶν.

4. βουλεῖ εἰς ταύτην τὴν μικρὰν νῆσον σὺν τοῖς φίλοις ἐρχεσθαι;

5. Εὐριπίδης ἦν ὁ σοφὸς τῆς σκηνῆς. λέγει ὅτι τὸ καλὸν φίλον ἀεὶ.
E. Complete Review for Lessons I-III

I VERBS:
A. Translate each form and give the opposite number.
   Example: πέρψονται “they will send for [something]” → πέψεται
   1. ἦσται
   2. ἀφεύσω
   3. λείψετε
   4. λήψονται
   5. παυσώμεθα
   6. πείσομαι
   7. πείσομαι (not the same as 6)

B. Identify the verbs
   Example: βουλήσει < βουλομαι
   1. βουλευσόμεθα
   2. ἐζεῖς
   3. ἤγομεν
   4. ἀπέθνησκε
   5. οἰσόμεθα
   6. γενήσονται
   7. πράξετε
   8. σχήσουσι

C. Synopses: fill in the imperfect and future of the same person and number (active and m/p or middle, if they exist):
   Example: παῦω: ἐπαύων παῦο -- παῦμαι ἐπαύμην παῦμαι
   1. φέρω
   2. πράττομεν
   3. πάσχεις
   4. ἑφανθάνει
   5. ἅγετε
   6. λαμβάνουσι

D. Miscellaneous: fill in, answer questions, correct mistakes, put in accents.
   1. T or F: The second principal part is the future active and middle-passive.
   2. Why is the future a separate principal part, but the imperfect is not?
   3. Name four verbs that have deponent futures:
   4. Chart your verbs: on a separate piece of paper (or on index cards make a neat and colorful list of all the verbs you have had so far. Give the present and future, the imperfect, only if it is irregular, and list any peculiarities.
      Examples: ἀκούω: ἀκουσομαι deponent future; takes the genitive of the person
      ἔχω: has an irregular imperfect, εἶχον and two futures, ἔξω (“I shall have”) and σχήσω (“I shall get”).
   5. Correct these sentences:
      1. τὰ παιδία φέρουσι τοὺς λίθους
      2. σοφή ἢ δέσποινα ἢν ἀκουσόμεθα
      3. φέρσεις τὰ βιβλία;
      4. ἀκουστεῖ τῶν ἀγαθῶν πολιτῶν.

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5. μανθάνομεν τὰ Ἑλληνικά.
6. οὐχ ἐξέτει πόνους.
7. τὰ παιδία οὐκ ἔσεται ἀγαθά.

Need hints? Look for wrong futures, wrong cases with the verb and --horrors! a neuter plural subject with a plural verb.

6. Fill in the accents:

1. βουλευσεσθαι
2. είχες
3. ἤγον
4. εῖ
5. ξένοι ἔσμεν
6. πολίται εἰσί
7. ποιήτης ἐστι;
8. ἀνθρώποι ἐστε;

II Nouns, Adjectives, Pronouns, Prepositions, Cases

A. Vocabulary self-test (review of all nouns and adjectives, pronouns and prepositions). Give information as in the vocabulary. Check your answers. Correct any that are wrong.

Examples: ταμίας ταμίου, ὁ steward πονηρός, πονηρά, πονηρόν wicked

1. πολίτης
2. ποιήτης
3. νεανίας
4. ἀλήθεια
5. εἰρήνη
6. ὥρα
7. τιμή
8. θάλαττα
9. ἄξιος
10. οὗτος
11. δίκαιος
12. δόξα
13. νέος
14. χαλεπός
15. άσιχρός
16. κακός
17. ἀδίκος
18. ύπόταινα
19. συμφορά
20. δικαστής
21. δίκη
22. ἡβονή
23. οἶνος
24. χρηστός
25. καλός
26. πλούτος
27. ἐσθλός
28. πόνος
29. κοινός
30. ἰατρός
31. ἀδάνατος
32. χρόνος
33. ἔργον
34. λόγος
35. ξένος
36. φίλος
37. ἀφετή
38. ἀρμίστους
39. ὁδός
40. νάμος
41. ἀνάγκη
42. νήσος
43. μέτρον
Tell what case or cases each preposition takes and the meaning with each case. Give an example with each meaning.

1. ἀπό
2. διά
3. εἰς
4. ἐκ / ἐξ
5. παρά
6. περί
7. πρὸς
8. ἐν
9. σὺν
10. ὑπὸ

B. Agreement: give the form of the adjective and demonstrative to agree with each noun. Be sure to give the correct ARTICLE.

Example: νῆσῳ (ὁδὲ, μικρός) -- (τῇ) τῇ μικρὰ νῆσῳ
1. ὁδὸν (ὁδὲ, νέος)
2. θεὰς (οὗτος, καλός)
3. λόγον (ἐκείνος, ἀθάνατος)
4. πολίται (οὗτος, ἀξίος)
5. δίκαιοτάς (ὁδὲ, ἀδίκος)
6. θάλασσαν (ἐκείνος, μικρός)
7. ταμιά (ὁδὲ, δίκαιος)
8. χώρα (οὗτος, ποληρός)
9. σκηνής (ὁδὲ, πάλαιος)
10. ἔργον (οὗτος, αἰσχρός)

Correct these howlers:
1. νέη σκηνή
2. ἀγαθαλ ποιηταί
3. οὗτος δίκαιοτης
4. ἀδίκη ἡ μοίρα
5. εἰς τῇ θαλάττᾳ

III Translate these sentences:

1. αἱ ἐν τιμαις ἁρξουσι τῶνδε τῶν πολιτῶν καὶ δίκη καὶ ἁγαθή βουλή.
2. ὁ σοφὸς δίκαιοτης, ὁς τὰ δίκαια καὶ καλὰ ἔπραττεν, ἅξιος ἦν τιμῆς ἀπὸ τῶν πολιτῶν.
3. νῦν ὥρα ἔσται πέμπειν ταύτα τὰ δῶρα πρὸς τοὺς φίλους.
4. αὐτὴ ἢ ὁδὸς ἢν ἁγαθὴ τοῖς παιδίοις.
5. αἱ σοφαὶ ἴσαν ἄγαθαὶ βουλὴν καὶ γνωμὴν.

6. οὐ δίκαιον ἐστὶ τούσδε τοὺς ἀξίους πολίτας ἀποκτείνειν.

7. ἄξει δὲ πρὸς φῶς τὴν ἀλήθειαν ὁ χρόνος. (φῶς light)

8. δὲν οἱ θεοὶ φιλοῦσιν ἀποθνήσκει νέος. (φιλοῦσι < φιλέω love)

IV Write in Greek:

We will go into these small tents and we will hear the philosophers (= wise ones) who will speak to the citizens about justice and virtue. For these (i.e. justice and virtue) will make the human beings good, but they are difficult to understand. The little children will also hear the poets who write about the sea and sky and about the lives of the gods and goddesses. The test (πείρα) will be difficult for the children but with luck they will become wise. It is time to go away from these ugly places (place = τὸπος) and to take our books to the islands of the sun on which we will have neither tests nor labors. But we will always write to our (=the) friends who were remaining beside the road.
Lesson IV
A. Summary

I Aorist Active and Middle (not passive)

Use: for a single (or simple) act in past time (as opposed to the imperfect which talks about action going on in the past). Translate as the simple past (and sometimes as the pluperfect).

The aorist infinitive (except in indirect statement) may be translated the same as the present. The difference is that the present talks about the action as in progress, the aorist as the simple action.

\[ \gamma ράφειν \text{ “to be writing”} \quad \gamma ράψαι \text{ “to write”} \]

Form: There are two different sets of forms, first aorist and second aorist. Nearly all verbs have either a first aorist or a second aorist. Only a very few have both. The two forms are like our strong (irregular, e.g. sing sang sung) and weak (regular, e.g. work worked worked).

FIRST AORIST

Augment + \( \sigma \) + endings

Active  Middle
-\( \alpha \)  -\( \acute{\alpha}μην \)
-\( \alpha\varsigma \)  -\( \omega \)
-\( \varepsilon \) (\( \nu \))  -\( \alphaτο \)
-\( \alphaμεν \)  -\( \acute{\alpha}μεθα\)
-\( \alphaτε \)  -\( \alphaσθε \)
-\( \alphaν \)  -\( \alphaντο \)

Infinitives are not augmented.
-\( \alphaι \)  -\( \alphaσθαι \)

Verbs with stems ending in \( \mu \), \( \nu \), \( \lambda \), \( \rho \) do not add \( \sigma \)- in the first aorist, but they usually have a lengthened form of the stem: \( \mu\acute{\nu}νω -- \acute{\nu}μεναι; \phiα\acute{\iota}νω -- \acute{\iota}φη\nuα; \hat{\alpha}γγε\ell\omega -- \hat{\alpha}γγειλα; \kappa\acute{\iota}νω -- \kappa\acute{\iota}ρινα.\)

SECOND AORIST

Augment + special stem + thematic secondary endings (the same as the imperfect).

Active  Middle
-\( \omicron \)  -\( \acute{\omicron}μην \)
-\( \varepsilonς \)  -\( \omicron \)
-\( \varepsilon \) (\( \nu \))  -\( \varepsilon\tauο \)
-\( \omicron\muεν \)  -\( \omicron\muε\thetaα \)
-\( \varepsilonτε \)  -\( \varepsilonσθε \)
-\( \omicron\nu \)  -\( \omicron\nuτο \)

Infinitives (not augmented; note accent)
-\( \varepsilon\iotaν \)  -\( \varepsilon\sigmaθαι \)

Il Principal Parts: learn thoroughly.
III  Indirect Statement

Learn the forms of φημί.

Construction with infinitive after (some) verbs of saying or thinking:

1. Verb of SAYING / THINKING

   νομίζω  I think (that) ...

2 a. The subject is omitted if it is the same as in 1; the verb is changed to the
     infinitive.

     γράψειν  |  τάδε  I will write these things.

2 b. The subject is accusative if it is different from the subject of 1; the verb is in
     the infinitive.

     τοὺς δικαστὰς | γράψειν  |  τάδε  the jurymen will write these things.

VERB OF SAYING | (accusative) | infinitive | object

VERB OF SAYING | acc. | infin. (to be) \ pred adj. (acc)

VERB OF SAYING | (omitted subj) | inf (to be) \ nom.

Note that a predicate adjective will be in the same case as its subject. If
the subject is omitted because it is the same as that of the main verb then
the predicate adjective is nominative. If the subject is accusative, then
the predicate adjective will be accusative.

   νομίζομεν | εἶναι \ ἀγαθός.
   We think (that) we are good.

   νομίζομεν | τοὺς δικαστὰς | εἶναι \ ἀγαθοῦς.
   We think (that) the jurymen are good.
B. Sample Tests on Lesson IV

Sample Test
1. Conjugate in full (54 forms) Include active and m/p or middle, indicative and infinitive:
   πέμπω

2. Give principal parts of:
   παύω
   γράφω
   δέχομαι
   ἄγω
   μανθάνω
   ἔρχομαι
   ἔχω
   φέρω

3. Translate:
   1. οὐδεὶς (no one) βούλεται κακὰ ἔχειν.
   2. οἱ γὰρ σοφοὶ οὐκ ἐνόμισαν τὰ κακὰ εἶναι ἀγαθὰ.
   3. νομίζετε δὲ τοὺς κακοὺς ἔξειν ἀγαθὰ ἢ κακὰ;
   4. ὁ ποιητὴς ἐφῄ τὴν ἀρετὴν εἶναι καλὰ γράφειν καὶ ἀγαθὰ λέγειν.
   5. οἱ δικασταὶ οὐκ ἔφασαν ἀδίκα δῶρα λαβεῖν.
   6. τὰ πονηρὰ παιδία τοὺς σοφοὺς ἔβαλε λίθοις καὶ βιβλίοις.
   7. ἤκουσας τῶν σοφῶν οἱ ἔφασαν τοὺς μὲν βούλεσθαι κακὰ, τοὺς δὲ ἀγαθὰ;
   8. ἄλλα ὅποιος ὁ πολίτης ἔλεξε ὅτι οὐδεὶς (no one) βούλεται κακὰ ἔχειν.
   9. εἰς τὰς παλαιὰς ἡδονὴ ἠλθεὶ ὅτι (because) ἐμαθοῦν ἀκούσεσθαι τοῦ ἀρίστου ἀοίδου
      (ἀοίδος singer).
Sample Quiz

Fill in the principal parts; give meaning of each verb

1. ἀγγέλλω (ἀγγελῶ) ______________: ___________
2. __________ ήγαγων: __________
3. ἀποθνήσκω (ἀποθανοῦμαι) ______________: ___________
4. ἀρχω __________: __________
5. __________ γενήσομαι __________: __________
6. ______________ εδεξάμην: __________
7. πάσχω ______________: __________
8. __________ λήψομαι __________: __________
9. __________ οἶσω __________: __________

Translate these forms:

1. ἡλθετε
2. ἐλύσω
3. ἐμαθες
4. σχειν
5. ἐμεινα
6. ἐπεισάμην
7. κρίναι
8. ἐβάλο
9. ἀπεκτείναμεν
10. ἐφηναι

Translate these sentences:

1. Σωκράτης ὁ σοφὸς οὐκ ἠφή τοὺς ἀνθρώπους ἔχειν τὰ κακὰ βουλέσθαι.

2. ὁ Μένων ἐνόμισε τὴν ἄρετὴν εἶναι ύγιειν τε καὶ πλοῦτον.

3. οὗτος οἱ πολῖται φασὶ εἶναι ἀγαθοὶ βουλὴν καὶ γνώμην.
C. Verb Review (Lessons I-IV)

1. Learn all the principal parts.

2. Summary of Verb Endings

   **Primary** (present and future)
   - Active:
     - -ω -εἰς -ει -ομεν -ετε -ουσιν (v) -- -ειν
     - Middle-Passive (present) or Middle (future):
       - -ομαι -ει -εται -όμεθα -εσθε -ονται -- -εσθαι

   **Secondary** (*augmented* in the indicative)
   - Imperfect and *second* Aorist
     - Active:
       - -ον -ες -ειν (v) -ομεν -ετε -ον -- -ειν (aor. inf.)
         - The infinitive is not augmented, e.g. λιπεῖν.
     - Middle-Passive (imperfect) or Middle (aorist):
       - -ομην -ου -ετο -όμεθα -εσθε -οντο -- -εσθαι (aor.)

   **First Aorist** (*augmented* in the indicative)
   - -α- is the characteristic of the first aorist. Vowel and mute stems add -σ-. Liquid (λ, ρ) and nasal (μ, ν) stems do not add -σ- (ήγγειλα, ἀπεκτείνα, ἐκρινα, ἐμείνα, ἔφηνα).
     - Active:
       - -α -ας -ειν (v) -αμεν -ατε -αν -- -αι
     - Middle:
       - -άμην -ω -ατο -άμεθα -ασθε -αντο -- -ασθαι

3. Exercises

   **A.** Conjugate in full (all forms, active and middle or m/p, all four tenses, indicative and infinitives). Check your chart for peculiarities of the verb (irregular principal parts, deponent future, etc.). Be able to translate the forms. Do one a day:
   - 1. ἄγω
   - 2. μανθάνω
   - 3. λαμβάνω
   - 4. θύω
   - 5. γράφω
   - 6. φέρω

   **B.** Give:
   - 1. all first person forms (singular and plural) of ἄκούω
   - 2. all second person forms of ἔχω
   - 3. all third person forms of γίγνομαι
   - 4. all infinitives of ἔρχομαι (6), ἔρχομαι (3), βάλλω (4), εἰμί (2), μανθάνω (5)

   **C.** Parse (= identify forms), translate, and recite the principal parts of each verb:
   - 1. ἐπανοσάμην
   - 2. δέξεται
   - 3. ἄκουσονται
   - 4. ἐφερον
   - 5. ἐπέμψω
   - 6. ἐλείπου
   - 7. μεῖναι
   - 8. ἢκούσατο
   - 9. εἶπεῖν
   - 10. ἴσηγειλαν
D. Translate these forms of \( \pi\varepsilon\mu\pi\omega \) into Greek: active, send; middle, send for; passive, be sent.

1. she was being sent
2. they are sending
3. we used to send
4. to send for (once, a single action)
5. to be sending for
6. we sent for
7. you-all (ye) will send
8. I will send for
9. it is being sent
10. you (thou) sent for
11. to be sending
12. to send (once)
14. She sent a gift to her [=the] friends.
15. We were being sent to the market [\( \acute{\alpha} \gamma\omicron\omicron\acute{\alpha} \)].
16. I think that I will send those women a gift.
17. Will you-all (ye) send for your [=the] friend.

E. Review the principal parts and translate these sentences.

1. The citizens made plans for themselves in a democracy.
2. The poet will take notes.
3. Those women ransomed these men.
4. The citizens were being led by these women.
5. She thought that she would rule those islands.
6. Will you hear the wise [people].
7. It is unreasonable to be doing those [things].
8. They were bringing gifts. Gifts were being brought by those men. These women brought those gifts.
9. Did you hit the poets with stones?
10. I did not understand what ([the things] which) you said.

“ransom” = \( \lambda\omicron\omicron\omega \) in the middle “take notes” = \( \gamma\omicron\acute{\alpha}\phi\omega \) in the middle

D. Important Vocabulary from Lesson IV

\begin{itemize}
  \item \( \acute{\alpha} \lambda \lambda \alpha \) \hspace{1cm} but
  \item \( \acute{\alpha} \lambda \lambda \omega, \acute{\alpha} \lambda \lambda \eta, \acute{\alpha} \lambda \lambda \) \hspace{1cm} other, another
  \item \( \acute{\gamma} \gamma \omicron\nu\delta\omicron\kappa\omega, \gamma\nu\delta\omicron\sigma\omicron\mu\alpha\iota \) \hspace{1cm} know
  \item \( \delta \kappa\lambda\alpha\sigma\omicron\sigma\nu\eta\eta, -\eta\ς, \eta \) \hspace{1cm} justice
  \item \( \delta \kappa\alpha\iota\kappa\iota\varsigma \) \hspace{1cm} justly
  \item \( \acute{\alpha} \delta \kappa\iota \kappa\omega \) \hspace{1cm} unjustly
  \item \( \delta \kappa\epsilon\iota, \delta \kappa\phi\omicron\omicron\omicron \) \hspace{1cm} it seems, he/she seems; they seem
  \item \( \epsilon\iota\nu\omicron \) \hspace{1cm} I said
  \item \( \mu\acute{\alpha} \iota\sigma\tau\alpha \) \hspace{1cm} especially, yes, sure
  \item \( \mu\acute{\eta} \) \hspace{1cm} not
  \item \( \sigma\omicron\mu\alpha\iota, -\alpha, -\omicron\nu \) \hspace{1cm} I think
  \item \( \sigma\omicron\alpha\varsigma, -\omicron\varsigma, -\omicron\nu \) \hspace{1cm} such, what a
  \item \( \omicron\omicron\nu \) \hspace{1cm} such as
  \item \( \omicron\omicron\varsigma \tau\epsilon\omicron\mu\iota \) \hspace{1cm} I am able
  \item \( \omicron\omicron\nu \tau\epsilon\omicron\nu \epsilon\iota\nu \alpha \) \hspace{1cm} to be able
  \item \( \sigma\nu\nu \) \hspace{1cm} therefore
  \item \( \sigma\omega\phi\rho\sigma\sigma\omicron\nu\nu -\eta\varsigma \) \hspace{1cm} soundness of mind, etymologically: “safemindedness”
  \item \( \tau\epsilon \) \hspace{1cm} and (enclitic)
  \item \( \tau\omicron\omicron\omicron\omicron\omicron, \tau\omicron\omicron\omicron\omicron, \tau\omicron\omicron\omicron\omicron \) \hspace{1cm} of such a kind, such as this, such
\end{itemize}
Lessons V and VI

A. Summary

I. The Third Declension

Find the base in the genitive singular. Find the pattern from the nominative and genitive.

A. Basic Endings

<table>
<thead>
<tr>
<th>Singular</th>
<th>Masculine and Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ / -ζ</td>
<td>base</td>
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</tr>
<tr>
<td>-ος</td>
<td>-ος</td>
<td></td>
</tr>
<tr>
<td>-ι</td>
<td>-ι</td>
<td></td>
</tr>
<tr>
<td>-α or -ν</td>
<td>base</td>
<td></td>
</tr>
</tbody>
</table>

Plural

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-ες</td>
<td>-α</td>
</tr>
<tr>
<td>-ον</td>
<td>-ον</td>
</tr>
<tr>
<td>-σι</td>
<td>-σι</td>
</tr>
<tr>
<td>-ας</td>
<td>-α</td>
</tr>
</tbody>
</table>

-ι, -α, -σι, -ας are short.

B. Variations

Singular

Nominative: M/F -ες; -ον (-ον-, -οντ-), -ρ; Ν -μα, -ος
Genitive: -ος; -εως, -ους
Dative: -ι; -ει
Accusative: -α: -εα; -ν; neut. = nom.

Plural

Nominative: M/F -ες; -εις; Ν -α: -η, -εα
Genitive: -ον; -εων
Dative: -σι; -εσι, -ασι, -ουσι, -εουσι
Accusative: M/F -ας: -εας, -εις; Ν -α: -η, -εα

C. Variations by stem type

Consonant Bases (1. mutes)

Masculine and Feminine

Labial: nom. sg. -ψ; acc. sg. -α; dat. pl. -ψ
κλωψ (κλωπ-ος); κλωπα; κλωψι
Palatal: nom. sg. -ξι; acc. sg. -α; dat. pl. -ξι
φυλαξ (φυλακ-ος); φυλακα; φυλαξι
Dental (1): nom. sg. -ς; acc. sg. -α; dat pl. -σι
(drop dental before σ/ς)
ἀσπίς (ἀσπίδ-ος); ἀσπίδα; ἀσπίσι
Dental (2): nom. sg. -ς; acc. sg. -ν; dat.pl. -σι
(drop dental before σ, ν)
χάρτις (χάρτι-ος); χάρτιν; χάρτισι
Consonant bases (2. -ον-, -οντ-)

If the nominative ends in -ον check the base for -ον- or -οντ-.

Stems in -ον-: nom. sg. -ον; acc. sg. -α; dat. pl. -οσι
δαίμων (δαίμον-οις); δαίμονα; δαίμοσι
Stems in -οντ-: nom. sg. -οντι; acc. sg. -οντα; dat. pl. -ουσι
γέρων (γέροντ-οις); γέροντα; γέρουσι

Neuters
Stems in -ματ-: nom. sg = acc. sg. -μα; dat. pl. -(μ)ασι
χρήμα (χρήματ-ος); χρήμασι

Vowel bases

Masculine and Feminine
-ευς type (M): sg. nom. -ευς; gen. -εως; dat. -ει; acc. -εα
pl. nom. -εις; gen. -εων; dat. -ευσι; acc. -εας
-ις type (M,F): sg. nom. -ις; gen. -εως; dat. -ει; acc. -ίν
pl. nom. -εις; gen. -εων; dat. -εσι; acc. -εις

Syncopated nouns drop -ε- in the genitive and dative singular and in the dative plural; they show -ασι in the dative plural. The -ε- of the stem becomes -η- in the nominative singular.

Neuters
-ος type: sg. nom. -ος; gen. -ους; dat. -ει; acc. -ος
pl. nom. -η; gen. -ον; dat. -εσι; acc. -η

II SYNTAX

A. Result Clauses

όστε + the indicative (οῦ) “so that”, “with the result that”
όστε + the infinitive (μη) “that”, “so as to”

C. Conditions Contrary-to-fact

ει (μη) + imperfect -- imperfect + ἄν (οὗ) (refers to the present) (“were doing” ... “would be doing”)
ει (μη) + aorist -- imperfect + ἄν (οὗ) (refers to the past) (“had done” ... “would have done”)

The times can be mixed (“had done” ... “would be”; “were doing” ... “would have done”).
B. Exercises for Lessons V-VI

Practice quiz #1 on third declension nouns

1. Decline:
   
   ἀσπίς
   ὀνομα
   γέρων

2. Tell what case each is and give meaning of the noun:
   
   βασιλέα
   πόλεως
   χάριτας
   κήρυξι
   θαύματα [2]

3. Choose the correct form
   
   The accusative singular of χάρις --- χάριτα χάριν
   The dative plural of δαίμων --- δαίμοσι δαίμουσι
   The genitive plural of γένος --- γενών γενέων
   The genitive plural of πόλις --- πολών πόλεων
   The dative plural of γενός --- γενσί γένεσι
   The nominative plural of βασιλεύς --- βασιλεῖς βασιλέας

Practice Quiz #2 on the third declension

1. Decline
   
   γένος
   πόλις

2. Tell what case each is and give meaning of the noun:
   
   σώμα [2]
   ἀνδρός
   ἔτους
   γένη [2]
   παισί
   Ἐλλάδι
   γέρων
   πατρίδων

3. Choose the correct form
   
   The accusative plural of πατήρ --- πατέρας πατράς
   The accusative singular of χάρις --- χάριτα χάριν
   The dative plural of δαίμων --- δαίμοσι δαίμουσι
   The genitive singular of γυνή --- γυνής γυναικός
   The genitive plural of πόλις --- πολών πόλεων
   The dative plural of γενός --- γενσί γένεσι
   The accusative plural of βασιλεύς --- βασιλεῖς βασιλέας
Adjective practice – Lesson VI

1. Fill in the correct form of the adjective:
   - -τῶ __________ βίω [ήδύς]
   - -τὸν __________ χρόνον [βραχύς]
   - -οί __________ λόγοι [άληθής]
   - -τοὺς __________ οίκους [μέγας]
   - -τὴν __________ σκηνήν [εύρύς]
   - -τὸ __________ δῶρον [δυστυχής]
   - -τὰ __________ ἐργα [εὐδαίμων]
   - -τὴν __________ ὁδὸν [ἀσθενής]

2. Translate
   σύκ ἀσφαλεῖς αἰ όδοι.

   τοῖς ὀξείας παισὶ πεμπομεν σκηνὰς ἀρίστας.

   ὁ δαίμων τὸν ἠλιον ἀγε τοῖς δικαίοις καὶ τοῖς ἀδίκοις.
C. Review (Lessons I-VI)
Nouns, Verbs, and Syntax

1. Forms
Decline:
1. ἰδε ἕ νέα πόλις
2. οὖτος ὁ ἀληθῆς ποιητής
3. τόδε τὸ ἥδυ χρήμα
4. ἐκεῖνος ὁ πάλαιος ἰππεύς
5. αὐτὴ ἕ ἀθάνατος χάρις

Conjugate in full, including infinitives:
1. πέμπω
2. ἀγω
3. δέχομαι

2. Syntax: fill in the blanks and translate the sentences.

1. Neuter plural subjects take _______________. (I p. 38)
Evils come-into-being on account of money.

2. Verbs of “trusting” take the _________________ case. (I p. 38)
Do you trust these new archons?

3. Verbs of “ruling” take the ________________ case. (I p. 38)
The king ruled the citizens with justice.

4. The verb ἀκούω takes the __________ of the person heard and the __________
of the thing heard. (III p. 65)
We will hear these philosophers.

Did you hear the words of those shameful men?

5. The means by which something is done goes into the __________. (I p. 38)
We persuaded the citizens with money.

6. The manner in which something is done goes into the __________. (I p. 38)
In my opinion tyranny is a bad [thing].

7. The predicate noun or adjective (with verbs like be, become, seem, be called) goes
into the __________ case. (I, II pp. 28, 47)
Those citizens are shameful and false.
Heralds are messengers of gods and men.

8. The two positions of the adjective are (II pp. 49-51):
1. ______________
2. ______________
These citizens are wise.  
The wise citizens do not take bribes [= receive unjust gifts].

9. The relative pronoun introduces a __________ ________.  The relative pronoun agrees with its antecedent in _________ and _________, but its ______ depends on the part it plays in its own _________. (II pp. 52-3)
Those [things] which you are saying are not true.

The men whom we saw are Greeks.  [“I saw” is 2 aorist, εἶδον.]

The women whom we heard were saying wise [things].

Did you get what you wanted.

10. The infinitive with the ____________ is used as a noun. (II p. 52).
To speak the truth [= true things] is not always fine.

11. The demonstrative goes into the __________ position. (III p. 71)
This citizen sends gifts to those cities.

12. Separation is expressed by the ________ case. (I, III pp. 28, 75)
From good men we learn good things.

13. Agent is expressed by the ________ case with ______. (III p. 75)
These [things] were done by those [women].

I think [that] those things are good.

They thought [that] they had said true [things].

15. The accusative of respect is used for _____________. (Explain it in your own words.) (II p. 56)
I am not bad at all things.

16. Contrary to fact conditions use ______ tenses in both clauses. (VI p. 128)
If we had seen those big dogs we would have left.

17. Result clauses take ὠστε and the ________ or _________. (VI pp. 126-7)
Find an example of each type of result clause and translate it.
Check-list for the Introduction through Lessons VI

*Introduction*
Alphabet, Punctuation, Classification of letters, Combinations of letters
Accent Rules in General: see also reviews of accents

*Lesson I*
VERB CHANGES: VOICE, PERSON-NUMBER
Present Active and Middle-Passive
Deponent Verbs
CASE DECLENSION
Nouns of the First Declension -η type
Nouns of the Second Declension
The Definite Article
Vocabulary
Syntax Rules:
- Dative of means
- Genitive after ἀρχψ (instead of dir. obj.)
- Dative with special verbs (trust)
  **Neuter Plural Subject takes a Singular Verb**

*Lesson II*
Imperfect Active and Middle-Passive
Irregular Verb (ειμι)
- Accent of enclitics (see also review of accents, above)
NOMINATIVE in the predicate with the verb “to be”
Adjectives, Agreement
- Two-termination adjectives
POSITIONS of Adjectives: ATTRIBUTIVE and PREDICATE
  ὁ μεν ... ὁ δε ... ἡ μεν ... ἡ δε κτλ.
ADJECTIVES USED AS NOUNS -- GENDER
RELATIVE PRONOUN
Vocabulary
Syntax Rules
- Accusative of RESPECT (“good at”)
Lesson IV
Aorist Active and Middle
Two Aorists
“Liquid” first Aorist
Principal Parts
Irregular verb (φημί)
VOCABULARY: learn the words marked* in review for Lesson IV
INDIRECT STATEMENT infinitive with subject accusative

Lessons V, VI
Third Declension Nouns
Basic Endings
Variations
VOCABULARY * words
Third Declension Adjectives for recognition (know the different types, that is, -ης, -ες; -ων, -ον; -υς, -ης, -ην)
Irregular Adjectives for recognition: πᾶς, μέγας, πολύς
Vocabulary
RESULT CLAUSES with ὅστε
CONDITIONS contrary-to-fact

Review of Vocabulary Lessons I-VI

I VERBS
+ means that the verb takes a case other than the accusative.
Forms in parentheses are introduced in later lessons.

άγγέλλω (ἀγγελῶ) ἦγερα
ἀγω
+ ἄκοιμω
ἀποθανήσκω (ἀποθανοῦμαι) ἀπέθανον
ἀποκτείνω (ἀποκτενώ) ἀπέκτεινα
+ ἄρχω
βάλλω (βαλῶ) ἐβαλον
βουλεύω
βουλομαι βουλήσομαι (ἐβουλήθην)
+ γίγνομαι
γιγνώσκω γνώσομαι (ἔγνων)
γράφω
dέχομαι
edέλεω (δέλω)
+ εἰμί
εἰπον (λέγω)
ἐρχομαι
έχω
θύω
κρίνω (κρινώ) ἐκρίνα
λέγω

λέγομαι am called + nom.

λείπω
λύω
μανθάνω
μένω (μενώ) ἔμεινα
νομίζω (νομιώ) ἐνόμισα
οἴσομαι (οίμαι) οἰῆσομαι (ὡήθην)
παιδεύω
πάσχω
πείθω

+ πείθομαι
+ πιστεύω
πορίζω (πορίω) ἐπόρισα
πράττω

φαίνω (φανώ) ἐφηνα
+ φαίνομαι

φέρω
χαίρω (χαιρήσω) [no aor. act.]

II NOUNS
Numbers refer to lesson vocabularies

άλήθεια (3)
άνάγκη (1)
άνήρ (5)
άνθρωπος (1)
ἀρετή (1)
ἀρχή (1)
ἀρχων (5)
ἀστυ (5)
βασιλεύς (5)
βιβλίον (2)
βίος (1)
βουλή (1)
γάμος (2)
γένος (5)
γέρων (5)
γλώττα (3)
γνώμη (1)
γυνή (5)
δαίμων (5)
δέσποινα (3)
δεσπότης (3)
δημοκρατία (3)
δικαιοσύνη (4)
δικαστής (3)
δίκη (1)
δώρον (1)
ἐθνος (5)
eιρήνη (1)
eἰρήνην ἀγείν ἑλλάς (5)
='') ἑλλην (5)
ἐλληνὶς (5)
ἐλπίς (5)
ἔργον (1)
ἔτος (5)
Εὐριπίδης (3)
ἡδονή (2)
ἡθος (ἐθος) (5)
ἥλιος (1)
ἡμέρα (3)
ἡσυχία (3)
θάλασσα (3)
θάνατος (1)
θεά (3)
θεός (1)
θεράπων (5)
θυγατήρ (5)
ἰατρός (2)
κατόρθος (6)
κάλλος (5)
κέρδος (5)
κήρυξ (5)
κλέος (5)
kόσμος (2)
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ADJECTIVES

ἀγαθός (2)
ἀδικος, -ον (2)
ἀθάνατος, -ον (2)
αισχρός -ά -όν (3)
ἀληθής -ές (6)
ἀλλός -η, -ο (4)
ἀλογος, -ον (2)
ἀξιος (3)
ἀπαξ (6, πᾶς)
ἀριστος (2)
ἀσθενής, -ές (6)
ἀσφαλής, -ές (6)
βαρύς -εια -υ (6)
βραχύς -εια -υ (6)
γλυκύς -εια -υ (6)
δεινός (2)
δίκαιος (3)
dυσδαιμον -ον (6)
dυστυχής -ες (6)
έκείνος -η -ο
΄ελληνικός (2)
έσθλος (2)
έτερος (4)
eύγενής -ες (6)
eυδαίμων -ον (6)
eυκλεής -ες (6)
eύρις -εια -υ (6)
eύτυχής -ες (6)
ηδύς -εια -υ (6)
ήμιους -εια -υ (6)
θήλυς -εια -υ (6)
κακός (2)
καλός (2)
κοινός (2)
mέγας μεγάλη μέγα (6)
mικρός (3)
mόνος (2)
nέος (3)
όδε ήδε τόδε (3)
oίος (4)
οίος τ΄ειμί
οίον
όλος (2)
όμοιος -α -ον (6)
όξυς -εια -υ (6)
oύτος αὕτη τούτο (3)
oύτως
παλαιός (3)
πάς πάσα πάν (6)
pολύς πολλή πολύ (6)
pονηρός (3)
πρώτος (2)
σαφής -ες (6)
σοφός (2)
tαχύς -εια -υ (6)
υγιής -ες (6)
φίλιος (3)
χαλεπός (2)
χρηστός (2)
ψευδής -ες (6)

OTHER WORDS (for prepositions, see p. 28)
άει (3)                  ἀλλά (4)
ἄμα (6)                  ... γάρ (1)
... γέ (4)                ... δέ (1)
δή (4)                  εἰ, εἴπερ (6)
ἐπεί (6)                ἐπειδή (6)
ἐτι (5)                ἢ (1)
καί (1)                καίπερ (4)
μάλιστα (4)               ... μέν ... δέ
μή (4)                ναί (4)
νῦν (2) οἱ νῦν         ὠμος (4)
ός ή ὁ (2)           ὡσπερ ἡπερ ὡσπερ (2)
ότε (6)              οὐ οὐκ οὐχ οὐχί (2)
οὔδε (4)               οὐκέτι (6)
οὖν (4)                οὐποτε (οὐ ... ποτε)
... τε (4) τε ... καί  ... τε ... τε
τοῖνυν (4)              τότε (2) οἱ τότε
ὡς (6)                ὡσπερ (4)
ὡστε (6)