

# **MINEOLA BIBLE INSTITUTE**

## **Greek II**

**Radical, Biblical, Apostolic, Christianity**



**“Excellence in Apostolic Education since 1991”**

**Copyright © 2019**

**Mineola Bible Institute**

All Rights Reserved

This lesson material may not be used in any manner for reproduction in any language or use without the written permission of Mineola Bible Institute.

# The Greek Alphabet

A	a	Alpha	a as in father
B	b	Beta	b as in bat
G	g	Gamma	g as in goat
D	d	Delta	d as in dog
E	e	Epsilon	e as in Ed
Z	z	Zeta	z as in zoo
H	h	Eta	e as in Beta
Q	q	Theta	th as in the
I	i	Iota	i as in it
K	k	Kappa	k as in kite
L	l	Lambda	l as in lite
M	m	Mu	m as in mom
N	n	Nu	n as in now
C	c	Xi	x as in Xylophone
O	o	Omicron	o as in hop
P	p	Pi	p as in pet
R	r	Rho	r as in race
S	s, j	sigma (note: the j occurs at the end of words)	s as in silly
T	t	Tau	t as in hat
U	u	Upsilon	u as in soup
F	f	Phi	ph as in phone
X	x	Chi	ch as in loch
Y	y	Psi	ps as in psalms
W	w	Omega	o as in phone

**ASSIGNMENT:** Memorize and learn to write ALL of the letters of the alphabet, as well as to pronounce them correctly.

## Writing the Greek Letters

These letters are written on the line: a e i k n o p s t u w.

These letters are written partly on and partly below the line: g h m r j x

These letters are written partly on and partly above the line: d q l

These letters are written on, above and below the line: b z c f y

The capital letters will only be used when they begin a proper noun. Sentences begin with small letters.

**ASSIGNMENT:** Practice writing all of the letters above on lined paper so that they are correctly written.

## Vowel Combinations

When two or more vowels (a e i o u) occur together they are pronounced as one letter. The following chart will indicate the correct pronunciation of these vowel combinations in Greek (called diphthongs):

ai as in aisle  
ei as in height  
oi as in oil  
au as in kraut  
eu as in feud  
ou as in group

ui pronounced like wee

Whenever gg, or kg occur together, they are pronounced "ng" as in "angel"

**ASSIGNMENT:** Practice correctly pronouncing the vowel combinations above.

## Lesson 2: Breathing Marks

When  $\rho$  begins a word, it must have what is called the rough breathing mark, ( $\text{a}^\text{h}$  on top of it), and when any word begins with a vowel it also must have either a rough breathing mark, or a smooth breathing mark ( $\text{a}^\text{o}$  on top of it). For example:

$\rho^\text{h}$  = a rough breathing mark (pronounced with an "h" sound)

$\text{a}^\text{o}$  = a smooth breathing mark pronounced simply as "a"

### Accent Marks

The marks found above letters in Greek are called accent marks (apart from the rough and smooth breathing marks we have already discussed). These marks help in pronunciation of words; but we will simply note them and not memorize them. Usage will, in the long run, make these marks self explanatory.

### Punctuation Marks

In Greek there are 4 punctuation marks; the comma ( $\text{,}$ ) and period ( $\text{.}$ ) correspond to the English comma and period. The colon ( $\text{:}$ ) appears above the line and corresponds to the English colon. The question mark ( $\text{;}$ ) is this sign.

# Lesson 3: Present Active Indicative

In Greek, as in English, there are different parts of speech: verbs, which are words that describe action; nouns, which name objects; and adjectives, which modify nouns. There are other parts of speech which we will discuss later. For now, we will focus on one particular type of verb.

When one talks about Greek verbs one must be very clear as to which kind of verb one is talking about. Greek verbs, you see, have "Tense", which describes both kind and time of action. They also have "Voice", which indicates whether the subject of the verb is acting (active voice) or being acted upon (passive voice). Greek verbs also have "Mood", which shows the verb's relation to reality. And finally, Greek verbs also have number (singular or plural). We will see many examples of aong; so do not worry now about whether or not you fully grasp these ideas. You will!!!!

The first kind of verb we will discuss is the one which occurs most often in the New Testament: Present, Active, Indicative. That is, the tense is present (describing action taking place now), the voice is active (meaning that the verb's subject is acting and not being acted upon), and the mood is indicative (which demonstrates true reality). Present, Active, Indicative verbs are translated by a present tense English verb. (See the examples below in the vocabulary).

Before we go any further, the following words will need to be memorized by the student for vocabulary. These words occur very frequently in the New Testament.

ginwskw = I know

grafw = I write

didaskw = I teach

e0geirw = I raise up, lift up

lambanw = I receive, take to myself

legw = I say, I speak

pempw = I send

ferw = I bear, I carry, I bring

**ASSIGNMENT:** Memorize these vocabulary words and learn to correctly pronounce them.

You will notice that each of these verbs ends with the letter w. And they are all translated by "I...." In Greek, the verb called the present, active, indicative, always ends with the following endings (called conjugations):

## Singular

-w = I ...

-ej = you ...

-ei = he, she or it, depending on the context

## Plural

-omen = we...

-ete = you

-ousi= they

-ein = infinitive

Thus, to learn to recognize the Present, Active, Indicative, you simply need to recognize the verbal ending. You can take any of the verbs ending, add the endings above, and have the correct conjugation.

For instance:

legw= I say

legeij= You say

legei= He, she or it (depending on the contexts) says

legomen= We say

legete= You say

legousi= They say

legein= to say

**ASSIGNMENT:** Take each of the verbs from the vocabulary above and conjugate them, then translate them.

Example:

didask + w = I teach

didask + eij = you teach

didask + ei = he, she or it teaches

didask + omen = we teach

didask + ete = you teach

didask + ousi = they teach

didask + ein = to teach

Now, do the rest of the verbs for yourself (but don't include the + marker, it is simply there to show you how conjugation is done).

# Lesson 4: Second Declension Nouns

## Vocabulary:

### 1. Verbs

a0gw- I lead

a0kouw- I hear

blepw- I see

e0xw- I have

luw- I loose, I destroy

### 2. Second Declension Nouns

a0ggeloj- messenger

a0delfoj- brother

douloj- slave, servant

karpoj- fruit

lojoj- word

a0nqrwpoj- man

a0postoloj- apostle, messenger

a0rtoj- bread

gamoj- marriage

dwron- gift

qanatoj- death

i&eron-- temple

liqoj- stone

nomoj- law

o0xloj- crowd

ui&oj- son

kai- and

**ASSIGNMENT:** Memorize the vocabulary words above. Note that list 1 are verbs, and list 2 are nouns of the second declension.

There are three ways of classifying nouns in Greek. The second declension (class) are the most frequent in the New Testament, so it is with these that we begin our study of nouns.

The following endings are attached to the noun root to obtain the endings of the second declension:

Singular	Plural	Case
-oj	-oi	Nominative
-ou	-wn	Genitive
-w	-oij	locative, instrumental, dative (note the w  subscript)
-on	-ouj	Accusative
-e	-(none)	Vocative

All that one needs to do to decline a noun in Greek, if it is a second declension noun, is add these endings to the stem.

For example, the stem of  $\alpha\theta\eta\eta\tau\omega\sigma$  is  $\alpha\theta\eta\eta\tau\omega$ - to which are added the endings of the second declension as follows:

	Singular	Plural
$\alpha\theta\eta\eta\tau\omega$ - o  $\alpha\theta\eta\eta\tau\omega$ -oi		
$\alpha\theta\eta\eta\tau\omega$ -ou $\alpha\theta\eta\eta\tau\omega$ -wn		
$\alpha\theta\eta\eta\tau\omega$ -w  $\alpha\theta\eta\eta\tau\omega$ -oij		
$\alpha\theta\eta\eta\tau\omega$ -on $\alpha\theta\eta\eta\tau\omega$ -ouj		
$\alpha\theta\eta\eta\tau\omega$ -e (none)		

To find the stem of any noun, simply drop off the nominative ending (the way it is listed in the dictionary) and add the endings above. (See how simple it is!)

**ASSIGNMENT:** Decline (or add the appropriate endings, as above) all the nouns in the vocabulary at the beginning of lesson 4.

Now, we must briefly discuss the meanings of these endings:

The **Nominative** case (or ending) is the case that the subject of the sentence is found in.

The **Genitive** case is the case used to describe ownership of something. For example,  $\text{oi}\theta\kappa\omicron\upsilon \alpha\theta\eta\eta\tau\omega\upsilon$  means "a man's house" or "a house of a man".

The **Locative** case indicates where something is located. " $\text{oi}\theta\kappa\omega|$ " means "in a house"

The **Instrumental** case indicates the means by which something is. " $\text{oi}\theta\kappa\omega|$ " means "by means of a house".

The **Dative** case indicates the direction of something. "oi0kw| " means "to a house".

The astute reader will notice that the Locative, Instrumental and Dative cases are all the same in form. The correct translation can only be gained by means of the context.

The **Accusative** case shows limits. "oi0kon" means "the house" (only).

The **Vocative** (which occurs only in the singular) is the case of address. "a0nqrwpe" means "man!"

Accurate translation means that the translator must know these forms and their meanings.

**ASSIGNMENT:** Translate the following sentences:

a0nqrwpoj ginwskei ton nomon

pempete dwra tw| i&erw|

lambanw dwra karpou kai a0rton

# Lesson 5: 1st Declension Nouns

As we begin this lesson the student needs to be reminded that learning Greek is like washing an elephant. We have washed a little, and we have a lot more to go. But don't get discouraged! Stick with it and the rewards will far outweigh the trouble.

## Vocabulary:

a0gaph- love	ei0rhnh- peace
a0lhqeia- truth	e0kklhsia- church
a(martia- sin	e0ntolh- commandment
basileia- kingdom	h(mera- day
glwssa- tongue	maqhtj- disciple
grafh- writing, Scripture	messia- messiah
didach- teaching, instruction	parabolh- parable
doca- glory	profhtj- prophet

**ASSIGNMENT:** write and memorize this vocabulary list.

This lesson will help the student recognize and translate 1st declension nouns. The student is urged to review lesson 4 and its description of the various cases. They also apply here, as in 2nd declension nouns.

The following table must be memorized:

Singular	Plural	Case
- a	-ai	Nominative
- aj	-wn	Genitive
- a	-aij	locative, instrumental, dative
- an	-aj	Accusative

These endings are simply added to the stem of the feminine nouns of the 1st declension (masculine nouns of the 1st declension are different): for example:

Singular	Plural	Case
basilei + a	basilei + ai	nominative
basilei + aj	basilei + wn	Genitive
basilei + a	basilei + aij	locative, instrumental, dative
basilei + an	basilei + aj	Accusative

Easy, right? Well it gets a little complicated now. For when the stem of a noun ends in j, ll or a double consonant (z, c, s, y) then the following table applies:

Singular	Plural	Case
- a	-ai	Nominative
-hj	-wn	Genitive
-h	-aij	locative, instrumental, dative
-hn	-aj	Accusative

As before, these endings are simply added to the stem of the noun. And, as before, these endings must be memorized.

Now, when a 1st declension noun is masculine in gender, then it has the following endings:

Singular	Plural	Case
-aj	-ai	Nominative
-ou	-wn	Genitive
-a	-aij	locative, instrumental, dative
-an	-aj	Accusative

**ASSIGNMENT:** Memorize the table above.

Now we can turn to our last item of business in this lesson; an examination of the definite article. Greek has no indefinite article (the English "a" or "an"). The definite article is declined like any other noun, in the following manner (in the masculine, feminine and neuter genders):

### Singular

	Masculine	Feminine	Neuter
Nominative	o (	h (	to
Genitive	tou	Thj	tou
Loc., Ins., Dat.	tw	th	tw
Accusative	ton	Thn	to

### Plural

	Masculine	Feminine	Neuter
Nominative	oi(	ai(	ta
Genitive	twn	Tw'n	tw'n
Loc., Inst., Dat.	toij	Taij	toij

Accusative	touj	taj	ta
------------	------	-----	----

**ASSIGNMENT:** Memorize the table above, and translate the following sentences:

1. o( a0postoloj didaskei parabolhn toij a0nqrwpoij
2. legomen logouj a0lhqeiaj o0xloij a0nqrwpwn kai maqhtwn

# Lesson 6: Adjectives

## Vocabulary:

a0gaqoj- good	kainoj- new
a0gaphtoj- beloved	kakoj- bad
a0llon- another (of the same kind)	kaloj- beautiful
basilikoj- royal	mikroj- small
dikaioj- righteous	monoj- only, alone
e0sxatoj- last	nekroj- dead
e(teroj- another (of a different kind)	pistoj- faithful
prwtoj- first	ponhroj- evil

**ASSIGNMENT:** Memorize the vocabulary list above.

Like nouns, adjectives have gender, number, and case. An adjective is a word that modifies a noun- i.e., "a new house". the adjective is "new" and the noun is "house".

When an adjective is used in Greek it will agree (match) the noun in gender, case, and number. For example:

a0nqrwpoj a0gaqoj = a good man

a0nqrwpwn a0gaqwn = good men

and so on.

Thus, there is nothing new to memorize here, since the student has already memorized the 1st and 2nd declension nouns. What one **MUST** remember is that an adjective **WILL** agree with the noun it modifies in gender (masculine or feminine), case (nominative, genitive, etc), and number (singular or plural).

Of particular importance in translating Greek is whether or not the definite article is used **IMMEDIATELY** before the adjective. Note the following sentences very carefully, paying particular attention to the placement of the article and the translation given:

o( a0gaqoj logoj = the good word

o( logoj o( a0gaqoj = the good word

and

o( logoj a0gaqoj = the word **IS** good

a0gaqoj o( logoj = the word **IS** good

If you noticed, when the article immediately precedes the adjective then it is translated "the..." (whatever the adjective is). When the article does not precede the adjective, the English word the translation accurate.

(Note: all of these rules are subject to fine tuning as we learn more of this tremendous language).

**ASSIGNMENT:** Translate the following sentences as accurately as possible:

1. ο( α0gaphtoj maqhthj α0kouei touj α0gaqouj logouj
2. ο( basilikoj nomoj didaskei thn doxan α0gaphj
3. ο( α0postoloj ginwskei touj dikaiouj kai taj dikaiaj
4. ο( dikaiouj α0nqrwpoj grafei parabolhn

# Lesson 7: Prepositions

## Vocabulary:

ana- up, again

anti- against, instead of

apo- from, away from

dia- through, by (with genitive); because of (with accusative)

ek- out of (before a word beginning with a vowel = ex)

ej- into, unto

en- in, on (with locative); by (with instrumental)

epei- upon, on, at (with genitive); over (with locative); up to (with accusative)

kata- down from (with genitive); according to (with accusative)

meta- with (with genitive); after (with accusative)

para- from (with genitive); beside (with locative); along (with accusative)

peri- about, concerning (with genitive); about, around (with accusative)

pro- before

proi- at (with locative); to (with accusative)

sun- with, together with

uper- over (with accusative)

upo- by (agency) (with genitive); under (with accusative)

The first thing the student will notice is that some of the prepositions have different meanings when they occur with a particular case. These distinctions must be learned.

**ASSIGNMENT:** The vocabulary above must be memorized.

Prepositions are words that help nouns, verbs and adjectives express themselves clearly. Prepositions do not change in form, as do nouns, verbs and adjectives. The forms above are the forms that will always occur, with one small exception.

Prepositions ending with a vowel (except pro and peri) drop that vowel when the next word in the sentence begins with a vowel. For example:

ἀπο ἀδελφου becomes ἀπ ἀδελφου

διὰ ἡμερα becomes δι ἡμερα, etc.

Note: Prepositions have shades of meaning that are not indicated above. The translator must be sensitive to the context to translate them correctly, as well as make liberal use of the lexicon.

**ASSIGNMENT:** Translate the following sentences:

1. οἱ ἀποστολοὶ διδάσκει ἐν τῇ ἐκκλησίᾳ|
2. οἱ μαθηταὶ ἐλάλῳσεν παραβολὰς περὶ τῆς βασιλείας|
3. οἱ μετὰ τῶν μαθητῶν ἐλάλῳσεν παραβολὰς ἐν λόγοις ἀληθεύσας|

# Lesson 8 - Present, Passive, Indicative

## Vocabulary:

a0naginwskw- I read	qeoj- God
baptizw- I baptize	kardia- heart
khrussw- I preach, proclaim	kosmoj- world
menw- I abide, remain	o(doj- road, way
swzw- I save, rescue	inteknon desert
topoj- place	zwh- life
fwnh- voice, sound	

**ASSIGNMENT:** Memorize the vocabulary list above. Notice that the list contains both verbs and nouns.

The passive verb, (the topic of this lesson) is used when the subject of the verb is being acted upon, rather than acting. For example:

luw- I loose

luomai- I am being loosed

The following table shows the endings of the present, passive, indicative:

-mai = I am being...	...-meqa=wearebeing
-h  = you are being	-sqe = you (pl) are being
-tai = he is being...	...-ntai=theyarebeing
-sqai = (infinitive)	

These endings are added to the stem of the verb, and a connecting vowel is added (o before m or n, e before any other letter). For instance:

lu-o-mai = I am being loosed    lu-o-meqa = we are being loosed

lu-h| = you are being loosed    lu-e-sqai = you are being loosed (pl)

lu-e-tai = he is being loosed    lu-o-ntai = they are being loosed

lu-e-sqai= to be loosed

The student will notice quite clearly the stem of the verb lu, the connecting vowel, and the verbal ending. These must be memorized.

**ASSIGNMENT:** Memorize the endings and connecting vowels of the present, passive, indicative. Then take the vocabulary verbs at the beginning of this lesson and conjugate them all in the present, passive, indicative (as above).

**ASSIGNMENT:** Translate the following sentences:

1. (oi( oi0koi luontai u(po tw n ponhrwn a0nqrwpwn
2. o( pistoj a0delfoj swzetai u(po tou maqhtou tou mession
3. zw h a0po tou ui(ou menei e0n toij dikaioj a0nqrwpoij
4. o( a0gaqoj profhthj baptizei ta tekna
5. a0naginwskomen th n grafhn kai ginwskomen th n o(don a0gaphj

# Lesson 9: Present, Middle, Indicative

## Vocabulary:

0ai0rw- I lift	docazw- I glorify
a0postellw- I send as an emissary	e0sqiw- I eat
bainw- I go	krinw- I judge
katabainw- I go down	sunagw- I gather together
a0nabainw- I go up	

**ASSIGNMENT:** Memorize the vocabulary words above.

The present, middle, indicative is used to show that the subject is acting so as to participate in some way in the results of the action. This means that such verbs should be translated reflexively; i.e., o( a0nqrwpoj e0geiretai = the man is raising himself up.

Now, for the good news! The form of the present, middle, indicative is exactly the same as the present, passive, indicative.

So, the difference is function rather than form. The context of the passage will indicate whether the verb is middle or passive in function.

Since the student has already learned the form, the following table shows the function of the present, middle, indicative:

luomai- I loose for myself	luomeqa- we loose for ourselves
luh - you loose for yourself	luesqe- you loose for yourself
luetai- he looses for himself	luontai- they loose for themselves

**ASSIGNMENT:** Translate the following sentences as present, middle, indicatives.

1. oi( a0nqrwpoi lambanontai a0rton kai karpon

2. krinetai e0n th| parabolh| tou profhton

3. oi( o0cloi e0sqiousin (note the -n on the end of this verb. This letter is called a moveable -n and it occurs quite frequently on the end of the 3rd person plural verb) a0rton kai o( messiaj docazetai

# Lesson 10: Personal Pronouns and the verb "to be"

## Vocabulary:

e0gw- I	ei0mi- I am
sou- You	de- but
0au0toj- he	ou0- not
au0th- she	ou0k- not
au0ton- it	ou0c- not

**ASSIGNMENT:** Memorize the vocabulary list above.

Some notes of importance:

The word de never stands at the beginning of a clause.

In Greek the negative particle is normally found immediately in front of the word is negates.

Now, to the personal pronouns. They are declined as follows:

## First Person (I)

	Singular	Plural
Nom	e0gw- I	h(meij- we
Gen	e0mou- of me	h(mwn- of us
L.I.D.	e0moi- to me	h(min- to us
Acc.	e0me- me	h(maj- us

(The student should note that the abbreviations for the cases are given above, and will be used from this point on. This should cause no difficulty, as you know the case names by now).

## Second Person (you)

	Singular	Plural
Nom.	su- you	u(meij- you
Gen.	sou- of you	u(mwn- of you
L.I.D.	soi- to you	u(min- to you
Acc.	se- you	u(maj- you

## Third Person (he, she, it)

Singular

	Masc.	Fem.	Neuter
Nom	au0toj- he	au0th- she	au0to- it
Gen	au0tou- of him	au0thj- of her	au0tou- of it
L.I.D.	au0tw - to him	au0th - to her	au0tw - to it
Acc.	au0ton- him	au0thn- her	au0to- it

Plural

	Masc.	Fem.	Neuter
Nom	au0toi- they	au0tai- they	au0ta- they
Gen	au0twn- of them	au0twn- of them	au0twn- of them
L.I.D.	au0toij- to them	au0taj- to them	au0toij- to them
Acc	au0toug- them	au0taj- them	au0ta- them

**ASSIGNMENT:** Memorize the personal pronouns above.

A pronoun agrees with the noun it is replacing in case, gender and number (just like an adjective).

Whenever the phrase o( au0toj occurs it must be translated "the same".

All of these pronouns must be carefully translated according to their context. Only practice in this art can help one correctly render these pronouns.

ab Now, to our next toto be".

The verb ei0mi (to be) is conjugated below.

ei0mi- I am e0smen- we are

ei0- you are e0ste- you are

e0sti (n)- he, she, it is ei0si(n)- they are

The moveable -n occurs frequently in this verb. When it occurs, simply note it. It does not change the translation at all. It was simply used as a syllable closer.

**ASSIGNMENT:** Memorize the verb ei0mi as it is conjugated above. Then, translate the following sentences:

1. didaskw touj ui0ouj mou kai legw au0toij parabolhn
2. e0gw ei0mi douloj, su de ei0 a0postoloj
3. oi( a0delfoi h(mwn blepousin h(maj kai h(meij didaskomen au0toug

# Lesson 11: Demonstrative Pronouns

## Vocabulary:

a(martanw- I sin	eu0aggelion- gospel, good news
a(martia- sin	kurioj- lord, sir, Lord
a(martwloj- sinner	laoj- people
gar- for	ou(toj, au(th, touto- this, this one (masc., fem., neut)
didaskaloj- teacher	xristoj- annointed, Christ
e0keinoj- that, that one	xara- joy
e0paggelia- promise	o(ti- because, that

**ASSIGNMENT:** Memorize the vocabulary words above.

There are two demonstrative pronouns in Greek. The near demonstrative ou(toj points to something near at hand; while the far demonstrative e0keinoj points to something further away.

For example:

ou(toj a0nqrwpoj = this man

blepw e0keinhn thn e0kklhsian = I see that church

The Demonstratives are declined like adjectives. See the table below:

### Singular

	masc	fem	neut
Nom.	e0keinoj	e0kein	e0keino
Gen	e0keinou	e0kein	e0keinou
L.I.D.	e0keinw	e0kein	e0keinw
Acc.	e0keinon	e0kein	e0keino

### Plural

	masc	fem	neut
Nom	e0keinoi	e0keina	e0keina
Gen	e0keinwn	e0keinwn	e0keinwn
L.I.D.	e0keinoij	e0keinaij	e0keinoij
Acc	e0keinouj	e0keinaj	e0keina

**ASSIGNMENT:** Memorize the tables above, then translate the sentences below.

1. ou(toj o( a0nqrwpoj ginwskei e0keinon ton a0nqrwpoj
2. a0kouomen tauthn thn parabolhn peri thj e0kklhsiaj
3. ou(toj didaskei touj a0gaqouj kai au0toj didasketai u(po tou kuriou

# Lesson 12: Deponent Verbs

## Vocabulary:

a0lla- but	e0rxomai- I come
a0pokrinomai- I answer	dierxomai- I come through
a0rxw- I rule	ei0serxomai- I enter
a0rxomai- I begin	e0xerxomai- I come out of
ginomai- I become	katerxomai- I come down
poreuomai- I go	sunerxomai- I come with

**ASSIGNMENT:** Memorize the vocabulary words above.

Deponent verbs are verbs which appear in the middle or passive form (which have already been learned); but are translated as though in the active form. This makes it essential that the student know which verbs are deponent in form, so that they can be translated correctly. A clue: when verbs are listed in the dictionary as the vocabulary words are, with a middle/passive ending, they are deponent in form, and should be translated actively.

**ASSIGNMENT:** Translate the sentences below.

1. poreuomai e0k tou oi0kou kai ei0j thn e0kklhsian
2. o( profhthj e0cerxetai e0k tou i9erou
3. o( a0nqrwpoj ginetai a0ggeloj tou kuriou
4. luontai ou(toi douloi u(po tou kuriou

# Lesson 13: Imperfect, Active, Indicative

## Vocabulary:

a0poqnhskw- I kill	nun- now
a0pokteinw- I kill, destroy	e0ti- yet, still
dexomai- I receive	ou0keti- no longer
e9toimazw- I prepare	tote- then
qerapeuw- I heal	skotia- darkness
pisteuw- I believe	men....de - on the one hand .... on the other hand

**ASSIGNMENT:** Memorize the vocabulary words above.

The following is the conjugation of the imperfect, active, indicative of luw:

e0luon- I was loosing	e0luomen- we were loosing
e0luej- you were loosing	e0luete- you (pl) were loosing

e0lue- he, she, it was loosing e0luon- they were loosing

The e at the beginning of the word is called an augment, and it illustrates that this is a secondary tense that expresses past time. When a word begins with a vowel that vowel is lengthened thus:

a becomes h

e becomes h

o becomes w

For example:

a0kouw, becomes, in the imperfect, active, indicative, h0kouon and e0geirw becomes h0geiron, etc.

**ASSIGNMENT:** Learn the endings of the imperfect, active, indicative as indicated above.

These endings are added to the stem of the verb, and e is added as the augment (unless there is already a vowel beginning the word, in which case it is lengthened as demonstrated above).

The imperfect, active, indicative of ei0mi is as follows:

h0mhn - I was	h0men - we were
h0j - you were	h0te - you (pl) were

h0n - he, she, it was h0san - they were

**ASSIGNMENT:** Memorize the imperfect of *ei0mi* above.

The imperfect tense is used to indicate continuous action in past time. I.E., "I am loosing" (present tense); "I was loosing" (imperfect tense).

**ASSIGNMENT:** Translate the sentences below:

1. *ponhroi h0te, a0gaqoi de e0ste*

2. *o9 messiaj a0pestellen* (note that when a preposition is attached to an imperfect verb, the prefix of the verb itself is changed, and not the preposition) *a0ggelouj proj h9maj*

3. *e0n tw/ kosmw/ h0n kai o9 kosmoj ou0k e0ginwsken au0ton*

# Lesson 14: Imperfect, Middle and Passive, Indicative

## Vocabulary:

biblion- book	kaqarizw - I cleanse
daimonion- demon	ou0de- not
e0rgon- work	ou0de... ou0de- neither...nor
qalassa- sea	ou(pw- not yet
ploion- boat	

**ASSIGNMENT:** Memorize the vocabulary above.

The imperfect middle and passive indicatives are identical in form. Thus, the translator must be sensitive to the context to determine whether the verb should be translated middle e0luomhn (I was loosing myself) or passive e0luomhn (I was being loosed).

The following table shows the form of both the middle and the passive (the translation is, of course the passive. Yet it could also be middle, as stated above, since they are identical in form):

e0luomhn- I am being loosed	e0luomeqa- we are being loosed
e0luou- you are being loosed	e0luesqe- you are being loosed

Notice that the imperfect middle and passive have the e prefix just as does the imperfect active (and the same rules apply to it). To this prefix is added the verbal stem, and then the connecting vowel, and then the endings; thusly-

e0+lu+o+mhn, etc.

### A Note On kai

Kai can mean "and" as learned above; but it can also mean "also, even". Only the context can help decide between these options.

**ASSIGNMENT:** Memorize the imperfect middle and passive forms above, and translate the following sentences.

1. ou(toi oi( logoi e0n tw| bibliw| e0grayonto
2. tote o0xloj e0ceporeueto proj au0ton, nun de ou0keti e0kporeuetai

# Lesson 15: Future, Active and Middle, Indicative

## Vocabulary:

a0cw- I shall lead	genhsomai- I shall become
a0kousw- I shall hear	gnwsomai- I shall know
bleyw- I shall see	e0leusomai- I shall come, go
sww- I shall save	lhmyomai- I shall take

**ASSIGNMENT:** Memorize the vocabulary above.

The future active indicative of luw is:

lusw- I shall loose	lusomen- we shall loose
luseij- you shall loose	luseite- you shall loose
lusei - he, she, it shall loose	lusousi- they shall loose

The future middle indicative of luw is:

lusomai- I shall loose myself	lusomeqa- we shall loose ourselves
lush - you shall loose yourself	lusesqe- you shall loose yourself
lusetai- he shall loose himself	lusontai- they shall loose themselves

**ASSIGNMENT:** Memorize the future active and middle indicative forms above.

As the student can see, the future simply adds s to the stem of the verb, and the rest remains the same.

There are, unfortunately, exceptions to this simple rule which **MUST** be learned. They are as follows:

When a stem ends in-

l, m, n, or r, the s is dropped and the w is accented. I.e., mensw becomes menw.

k, g, or x before s becomes c; thus a0gw becomes a0cw.

p, b, or f become y. I.e, blepw becomes bleyw.

t, d, or q simply drop out. Thus peiqw becomes peisw.

There are other peculiarities which can best be learned in practice.

**ASSIGNMENT:** Memorize the rules above.

The future, active, indicative of  $\epsilon\iota\omicron\mu\iota$  is:

$\epsilon\omicron\sigma\omicron\mu\alpha\iota$ - I shall be  $\epsilon\omicron\sigma\omicron\mu\epsilon\tau\alpha$ - we shall be

$\epsilon\omicron\sigma\eta|$ - you shall be  $\epsilon\omicron\sigma\epsilon\sigma\eta$ - you shall be

$\epsilon\omicron\sigma\tau\alpha\iota$ - he shall be  $\epsilon\omicron\sigma\omicron\tau\alpha\iota$ - they shall be

**ASSIGNMENT:** Memorize the future of  $\epsilon\iota\omicron\mu\iota$ , above, and translate the following sentences:

1.  $\alpha(\mu\alpha\rho\tau\omega\lambda\omicron\iota\ \mu\epsilon\lambda\ \epsilon\omicron\sigma\tau\epsilon\ \gamma\epsilon\eta\eta\sigma\epsilon\sigma\eta\ \delta\epsilon\ \upsilon\iota(\omicron\iota\ \tau\omicron\upsilon\ \rho\epsilon\omicron\upsilon$ .
2.  $\tau\omicron\tau\epsilon\ \gamma\eta\eta\sigma\omicron\tau\alpha\iota\ \omicron(\tau\iota\ \alpha\upsilon\theta\omicron\tau\omicron\gamma\ \epsilon\omicron\sigma\tau\iota\eta\ \omicron(\ \kappa\upsilon\rho\iota\omicron\gamma$
3.  $\lambda\eta\mu\upsilon\epsilon\sigma\eta\ \kappa\alpha\iota\ \tau\alpha\ \delta\omega\rho\alpha\ \kappa\alpha\iota\ \tau\omicron\upsilon\gamma\ \omicron\iota\kappa\omicron\upsilon\gamma$
4.  $\alpha\iota(\ \eta(\mu\epsilon\rho\alpha\iota\ \alpha\iota(\ \kappa\alpha\kappa\alpha\iota\ \epsilon\omicron\lambda\epsilon\upsilon\sigma\omicron\tau\alpha\iota$
5.  $\epsilon\iota\omicron\ \rho\omicron\eta\eta\rho\omicron\gamma\ \alpha\lambda\lambda\ \epsilon\omicron\sigma\eta| \ \alpha\omicron\gamma\alpha\omicron\gamma$

# Lesson 16: First Aorist, Active and Middle, Indicative

## Vocabulary:

h0kousa- I heard	e0graya- I wrote
e0bleya- I saw	e0pemya- I sent
e0didaca- I taught	e0baptisa- I baptized
e0qerapeusa- I healed	e0swsa- I saved
e0khruca- I preached	e0docasa- I glorified

**ASSIGNMENT:** Memorize the vocabulary above.

The First Aorist Active Indicative is a vn that is completed in the past. The vocabulary words above are all first aorist, active, indicatives, and the way they are translated are the way that all first aorist verbs are translated.

The form of the verb is obtained by doing the following:

- 1- add the augment e (as in the imperfect verb learned earlier; and all the same rules apply as there) to the stem of the verb
- 2- add the endings of the first aorist active indicative as shown below:

-sa	-samēn
-saj	-sate
-se(n)	-san

For example, if the stem is luw-

e0+lu+sa e0+lu+samēn

e0+lu+saj e0+lu+sate

e0+lu+sen e0+lu+san

All of which would be translated - I was loosed, etc.

**ASSIGNMENT:** Memorize the First Aorist Active Indicative endings above.

The first aorist middle indicative form is given below: (with the stem of luw)

e0lusamhn- I loosed myself	e0lusameqa- we loosed ourselves
e0lusw- you loosed yourself	e0lusasqe- you loosed yourself
e0lusato- he loosed himself	e0lusanto- they loosed themselves

The student will note that the augment and the stem remain, as above; but the endings change. These first aorist middle indicative endings must be learned.

**ASSIGNMENT:** Memorize the first aorist middle indicative endings above, and translate the following sentences:

1. e0lusen o( kurioj touj douloj au0tou
2. e0pemyamen ta tekna e0k tou oi0kou
3. oi( maqhtai e0docasan ton qeon kai ton ui(on au0tou

# Lesson 17: 2nd Aorist Active and Middle Indicative

## Vocabulary:

e0balon- I threw	e0lipon- I left
ei0don- I saw	e0paqon- I suffered
e0labon- I took	pasxw- I suffer
h0gagon- I led	e0peson- I fell
h0negkon- I brought	e0fagon- I ate
e0scon- I had	

**ASSIGNMENT:** Memorize the vocabulary above. The second aorist, like the first aorist, indicates completed action in the past. 2nd aorist verbs are very irregular, follow no particular pattern, and can only be recognized by the augment (as learned before) the unusual stem, and the endings.

The 2nd aorist active indicative endings are shown below:

-n	-men
-j	-te

-none ( or plain n) -n

The 2nd aorist middle endings are shown below:

-mhn	-meqa
-ou	-sqe
-to	-nto

**ASSIGNMENT:** Memorize the active and middle endings above. As the student can see, the 2nd aorist and the imperfect are identical in form. Only the context and the irregular stem can indicate whether the verb should be translated aorist or imperfect.

**ASSIGNMENT:** Translate the following sentences.

1. e0genonto oi( maqhtai tou kuriou
2. kai ei0domen ton kurion kai h0kousamen tw n logwn au0tou
3. tauta ei0pete h(min e0n tw| i(erw| e0keina de e0n tw| oi0kw|

# Lesson 18: Aorist Passive Indicative and Future Passive Indicative

## Vocabulary:

e0blhqhn- I was thrown	e0poreuqhn- I went
e0genhqh- I became	h0kousqhn- I was heard
e0gnwsqhn- I was known	e0leifqhn- I was left
e0didacqhn- I was taught	a0pestalhn- I was sent
e0lhmfcqhn- I was taken	w0fqhn- I was seen

**ASSIGNMENT:** Memorize the vocabulary above.

The Aorist passive of luw is:

e0luqhn- I was loosed	e0luqhmen- we were loosed
e0luqhj- you were loosed	e0luqhte- you were loosed
e0luqh- he, she, it was loosed	e0luqhsan- they were loosed

Note, that the aorist passive indicative is formed by placing the augment on the stem, and adding the aorist passive endings. I.e., e0+lu+qhn, etc.

**ASSIGNMENT:** Memorize the aorist passive indicative forms above.

The future, passive indicative of luw is:

luqhsomai- I shall be loosed	luqhsomeqa- we shall be loosed	luqhsh - you shall be loosed
luqhsesqe- you shall be loosed	luqhsetai- he shall be loosed	
luqhsontai- they shall be loosed		

Note, again, that the future passive indicative is formed by taking the stem, adding the passive marker, and then adding the future endings; thusly, lu+qh+somai, etc.

**ASSIGNMENT:** Memorize the future, passive indicative conjugation above, and translate the following sentences.

- e0didacqhte u(po tw n e0n e0keinh| th| h(mera| oi( nekroi e0gerqhsontai e0n tw| logw| tou qeou
- tauta e0grafh e0n taij grafaij

# Lesson 19: Third Declension Nouns

## Vocabulary:

a0rxwn- ruler	mhthr- mother
e0lpij- hope	qugathr- daughter
nuc- night	a0rxh- beginning
sarc- flesh	a0ggelia- message
xarij- grace	koinwnia- fellowship

**ASSIGNMENT:** Memorize the vocabulary above.

Third declension nouns are irregular. They have irregular stems and irregular endings. The endings below are those COMMONLY used; but there are many, many others. What the student must do, therefore, is learn these basic endings and then learn to recognize these nouns when they occur, and that will only happen with practice!

These are the normal endings of the third declension:

### Singular

	masc/fem	neuter
Nom.	-aj (or none)	-none
Gen.	-oj	-oj
L.I.D.	-i	-i
Acc.	-n or -a	-none

### Plural

	masc/fem	neuter
Nom	-ej	-a
Gen.	-wn	-wn
L.I.D.	-si	-si
Acc.	-aj	-a

**ASSIGNMENT:** Memorize the normal 3rd declension noun endings above, and translate the following sentences:

- e0lpida ou0k e0xomen o(ti ou0 ginwskomen ton kurion
- o( logoj mou menei ei0j ton aiwna

(NOTE: the definite article which comes before the nominating case, gender and number)

This lesson is not quite over, dear student. Please continue on from here with what follows.

**Vocabulary:**

a0nastasij- resurrection	a(lieuj- fisherman
gnwsij- knowledge	a0rxiereuj- high priest
dunamij- power	basileuj- king
krisij- judgment	grammateuj- scribe
pistij- faith	i(ereuj- priest
polij- city	i0xquj- fish
stasij- dissension	staxuj- grain

**ASSIGNMENT:** Memorize the vocabulary above and translate the following sentences:

1. e0swqhmen th| xariti dia pistewj
2. stasij e0n th| e0kklhsia| e0sti kakh

**Vocabulary:**

baqoj- depth	ai(ma- blood
genoj- generation	qelhma- will
e0qnoj- nation	o0noma- name
e0qoj- custom	pneuma- spirit, or Spirit, or wind
e0leoj- mercy	r(hma- word
o0roj- mountain	stoma- mouth
skotoj- darkness	swma- body
teloj- completion	u(dwr- water

**ASSIGNMENT:** Memorize the vocabulary above and translate the following sentences:

1. ginwskomen kai to qelhma kai thn a0gaphn tou qeou
2. e0gw men baptizw u(maj e0n u(dati, e0keinoj de baptisei u(maj e0n tw| pneumatī

# Lesson 20: Present Participles

## Vocabulary:

o0feilw- I owe	o0fqalmoj- eye
yeudomai- I lie	paraklhtoj- comforter, advocate
fainw- I shine	skandalon- stumbling block
a0dikia- unrighteous	xeir- hand
i(lasmoj- expiation	yeusthj- liar
0Ihsouj- Jesus	fwj- light

**ASSIGNMENT:** Memorize the vocabulary above.

The present, active participle of luw is:

### Singular

	Masc.	Fem.	Neut
Nom.	luwn	luousa	luon
Gen.	luontoj	luoushj	luontoj
L.I.D.	luonti		
Acc.	luonta	luousan	luon

Gen. luontoj luoushj luontoj  
L.I.D. luonti  
Acc. luonta luousan luon

### Plural

	Masc.	Fem.	Neut
Nom.	luontej	luousai	luonta
Gen.	luontwn	luouswn	luontwn
L.I.D.	luosi		
Acc.	luontaj	luousaj	luonta

Gen. luontwn luouswn luontwn  
L.I.D. luosi  
Acc. luontaj luousaj luonta

The present middle and passive participle of luw is:

### Singular

	Masc.	Fem.	Neut.
Nom.	luomenoj	luomenh	luomenon
Gen.	luomenou	luomenhj	luomenou
L.I.D.	luomenw	luomenh	luomenw
Acc.	luomenon	luomenhn	luomenon

### Plural

	Masc.	Fem.	Neut.
Nom.	luomenoi	luomenai	luomena
Gen.	luomenwn	luomenwn	luomenwn
L.I.D. luomenoij			luomenaj luomenoij
Acc.	luomenouj	luomenaj	luomena

The Present participle of ei0mi is:

<b>Singular</b>			
	Masc.	Fem.	Neut.
Nom.	w0n	ou0sa	o0n
Gen.	o0ntoj	ou0shj	o0ntoj
L.I.D. o0nti		ou0sh	o0nti
Acc.	o0nta	ou0san	o0n

<b>Plural</b>			
	Masc.	Fem.	Neut.
Nom.	o0ntej	ou0sai	o0nta
Gen.	o0ntwn	ou0swn	o0ntwn
L.I.D. ou0si		ou0saj	ou0si
Acc.	o0ntaj	ou0saj	o0nta

**ASSIGNMENT:** Memorize the paradigms above.

The participle is a verbal adjective. The present participle of any regular verb may be formed by adding the above endings to the stem.

A participle, as a verb, has tense, voice and mood. And, as an adjective, it has case, gender and number.

The function of the participle. The participle is used in sentences to describe the action of the subject. As a verb, it shares the tense of the main verb of the sentence, and as an adjective, it shares the case, gender and number of the subject of the sentence.

Note the following sentences and the way that the participles are translated:

legwn tauta o( a0nqrwpoj blepei ton kurion

"While saying these things, the man sees the Lord".

blepw ton legonta tauta

"I See the one who is saying these things".

ebleya ton legonta tauta

"I saw the one who was saying these things"

Note: When the article precedes the participle it is translated "the one who...", "he who...". When there is no article it is translated "while" or "as". I.e.,

e0bleya ton a0postolon legonta tauta

"I saw the apostle while he was saying these things".

e0bleya ton a0postolon ton legonta tauta

"I was the apostle who was saying these things".

Participles in Greek nt must grasp well these principles in order to correctly translate them.

**ASSIGNMENT:** Translate the following sentences.

1. o( dexomenoj se dexetai ton kurion
2. oi( lambanontej thn xarin tou qeou swzontai
3. to fwj tou qeou fainei e0n tw kosmw
4. h0san e0n tw oi0kw tw luomenw
5. ei0domen ton a0postolon o0nta e0n th e0kklhsia

# Lesson 21: Aorist Active and Middle Participles

## Vocabulary:

diwkw	- I persecute
mh	- not
mhde	- not even

mhde....mhde- neither...nor

mhketi	- no longer
--------	-------------

**ASSIGNMENT:** Memorize the vocabulary above.

The First Aorist active participle of *luw* is:

## Singular

	masc.	fem.	neut.
Nom.	lusaj	lusasa	lusan
Gen.	lusantoj	lusashj	lusantoj
L.I.D.	lusanti	lusash	lusanti
Acc.	lusanta	lusasan	lusan

## Plural

	masc.	fem.	neut.
Nom.	lusantej	lusasai	lusanta
Gen.	lusantwn	lusaswn	lusantwn
L.I.D.	lusasi	lusasaij	lusasi
Acc.	lusantaj	lusasaj	lusanta

The first aorist Middle participle of *luw* is:

## Singular

	masc.	fem.	neut.
Nom.	lusamenoj	lusamenh	lusamenon
Gen.	lusamenou	lusamenhj	lusamenou
L.I.D.	lusamenw	lusamenh	lusamenw
Acc.	lusamenon	lusamenhn	lusamenon

**Plural**

	masc.	fem.	neut.
Nom.	absent	absent	lusamenoian
Acc.	lusamenouj	lusamenaj	lusamena

**Note:** The TIME of action indicated by the Aorist Participle is PRIOR to the action of the main verb. Otherwise, everything else has been noted in the preceding lesson.

**ASSIGNMENT:** Memorize the paradigms above and translate the following sentences.

1. e0celqwn e0k tou oi0kou tauta ei0pen
2. o( mh i0dwn ton kurion ou0k e0pisteusen ei0j au0ton

# Lesson 22: Aorist Passive Participles

## Vocabulary:

a(gioj- holy	e0piqumia- lust, desire
loipoj- remaining	sunagwgh- synagogue

makarioj- blessed swthria- salvation

**ASSIGNMENT:** Memorize the vocabulary words above.

The aorist passive participle of *luw* is:

## Singular

	Masc.	Fem.	Neut.
Nom.	luqeij	luqeisa	luqen

Gen. luqentoj luqeishj luqentoj

L.I.D. luqenti

		luqeish	luqenti
--	--	---------	---------

Acc. luqenta luqeisan luqen

## Plural

	Masc.	Fem.	Neut.
Nom.	luqentej	luqeisai	luqenta
Gen.	luqentwn	luqeiswn	luqentwn
L.I.D.	luqeisi	luqeisaij	luqeisi
Acc.	luqentaj	luqeisaj	luqenta

To form the aorist passive participle, simply add the endings to the stem. All the other rules for participles learned earlier also apply here, except that these participles are in the passive voice and not the active or middle. That is, the subject is passive in the action of the verb.

**ASSIGNMENT:** Memorize the tables above.

**NOTE:** One of the most frequent uses of the participle is what is called the "genitive absolute". A genitive absolute is a participle in the genitive case plus its noun or pronoun. These two words are independent of the main clause and thus are translated as independent clauses.

For example, a regular participial phrase is:

- ei0pon tauta oi9 a0postoloi a0phlqon
- "having said these things, the apostles went away".

A genitive absolute looks like this:

- εἰπόντων ταῦτα τῶν μαθητῶν οἱ ἀποστόλοι ἀφῆλθον
- "The disciples having said these things; the apostles went away".

The participle, you see, with its noun is "absolute"; that is, loosed or separated from the main part of the sentence, and hence is in the genitive case. Practice will make this construction quite clear to recognize and translate.

**ASSIGNMENT:** Translate the sentences below:

1. ἐπεληκτόν τοῦ ἀγίου πνεύματος ἐπ' αὐτοῦ ἐλάβον δυνάμιν
2. μακάριον ἔστιν οὐκ ἰδὼν τὴν σὺντριάν τοῦ γεοῦ

# Lesson 23: Perfect Active and Middle Indicative

The Perfect Active Indicative of *luw* is:

leluka- I have loosed	lelukamen- we have loosed
lelukaj- you have loosed	lelukate- you have loosed
leluken- he, she, it has loosed	lelukasi- they have loosed

The perfect middle indicative of *luw* is:

lelumi- I have loosed myself	lelumeqa- we have loosed ourselves
lelusai- you have loosed yourself	lelusqe- you have loosed yourselves
lelutai- he has loosed himself	leluntai- they have loosed themselves

**NOTE:** The perfect is formed by adding a "reduplicating augment" to the stem. This reduplicating augment is formed by taking the first letter of the stem (or in certain cases a similar sounding letter) and adding it to *e* at the front of the stem. Then, after the stem the endings are added, as before. For instance: *le+lu+mai* ; the reduplication is *l* added to *e*, added to the stem *lu*, and then the ending *mai*, etc. See, it's very simple!

The perfect tense is used to show action completed in the past, but with results that last into the present. For example: *leluka* = I have loosed (and it remains loosed!). This tense is VERY important theologically, as the student will learn from translating it correctly in the New Testament.

**ASSIGNMENT:** Memorize the conjugations above.

The perfect active participle of *luw* is:

## Singular

	Masc.	Fem.	Neut.
Nom.	lelukwj	lelukuia	lelukoj
Gen.	lelukotoj	lelukuiaj	lelukotoj
L.I.D.	lelukoti	lelukuia	lelukoti
Acc.	lelukota	lelukuian	lelukoj

## Plural

	Masc.	Fem.	Neut.
Nom.	lelukotej	lelukuiai	lelukota
Gen.	lelukotwn	lelukuian	lelukotwn

L.I.D.	lelukosi	lelukuiaij	lelukosi
Acc.	lelukotaj	lelukuiaj	lelukota

**ASSIGNMENT:** Memorize the perfect active participle above perfect middle participle of luv is:

**Singular**

	Masc.	Fem.	Neut.
Nom.	lelumenoj	lelumenh	lelumenon
Gen.	lelumenou	lelumenhj	lelumenou
L.I.D.	lelumenw	lelumenh	lelumenw
Acc.	lelumenon	lelumenhn	lelumenon

**Plural**

	Masc.	Fem.	Neut.
Nom.	lelumenoi	lelumenai	lelumena
Gen.	lelumenwn	lelumenwn	lelumenwn
L.I.D.	lelumenouj	lelumenaj	lelumenouj
Acc.	lelumenouj	lelumenaj	lelumena

L.I.D. lelumenouj

**ASSIGNMENT:** Memorize the perfect middle participle above, and translate the following sentences.

1. ta gegrammena e0n tw bibliw tou nomou e0stin a0gaqa
2. xariti e0ste seswsmenoi dia pistewj
3. oi9 bebaptismenoi maqhtai ei0sin e0n th e0kklhsia

# Lesson 24: The Subjunctive Mood

## Vocabulary:

dikaioσunh	righteousness
euaggelizomai	I preach the gospel
marturia	witness, martyr
oi0kia	house
paidion	child
e0an (with subjunctive)	if
ei0 (with indicative)	if
i9na (with subjunctive)	in order that

**ASSIGNMENT:** Memorize the vocabulary above.

The verbs we have studied so far have all been indicative in mood. (Remember, verbs have voice (active or passive), tense (past, present, future, etc), and mood.

The subjunctive mood indicates action that is possible or potential. For example:

- Indicative Mood- The child runs (indicating action taking place).
- Subjunctive Mood- If the child runs, he will escape (possible action).
- Optative Mood- Oh, that the child would run! (indicating a wish).
- Imperative Mood- Run, child (indicating a command or order).

We have learned verbs of the indicative mood and we are now learning verbs of the subjunctive mood (the other two moods listed above will be learned later, but are given here for purposes of comparison).

The subjunctive mood is used in the following ways:

- 1- The Hortatory Subjunctive- exhorting someone to action.
- 2- The Prohibitive Subjunctive- action is prohibited.
- 3- The Deliberative Subjunctive- the same as the rhetorical question in English.

These possibilities will be clear in the context of the sentence which is being translated.

The Subjunctive Mood is also used in conditional sentences. In the Greek New Testament there are 4 kinds of conditional sentences. They are:

- 1st Class- The reality of the condition is affirmed. (ei0 with the indicative mood)
- 2nd Class- The contrary to fact condition.

(ei0 with the indicative followed by an with the indicative)

- 3rd Class- The Probable Future condition

(e0an with the subjunctive)

- 4th Class- The possible future condition

(ei0 with the optative followed by an with the optative)

For Example:

- 1st class- Since he is studying Greek, he will learn Greek.
- 2nd class- If he had studied, he would have learned Greek
- 3rd class- If he studies, he will learn Greek
- 4th class- If he would study, he would learn Greek.

**ASSIGNMENT:** Memorize the uses of the Subjunctive mood and the 4 classes of conditional sentences above.

Now we will learn the forms of the Subjunctive Mood.

The Present Subjunctive of ei0mi is:

w0	w0men		
h0ab	w0sin		

The Present Active Subjunctive of luw is:

luw	luwmen		
luhj	luhte		
luh	luwsin		

The First Aorist Active Subjunctive of luw is:

lusw	luswmen		
lushj	lushte		
lush	luswsin		

The present Middle and Passive Subjunctive of luw is:

luwmai	luwmeqa
--------	---------

luh	luhsqe
luhtai	luwntai

The 1st Aorist Passive Subjunctive of luw is:

luqwluqwmēn

luqhj luqhte

luqh luqwsin


Notice that the paradigms above have no translation with them. This is because subjunctive verbs cannot be correctly translated without a context. The student must know whether a sentence containing a subjunctive verb is 1st, 2nd, 3rd or 4th class to correctly render it. There will be plenty of time to practice translating these verbs -- they are all over the New Testament.

**ASSIGNMENT:** Memorize the paradigms above, and translate the following sentences.

1. ei0 au0th e0stin h9 marturia tou i0dontoj ton kurion pisteuw au0thn
2. ei0 e0khruxaj to eu0aggelion, oi9 a0n a9martwloi e0pisteusan
3. e0an ei0selqhte ei0j thn oi0kian tou maqhtou, didacai u9min touj logouj thj zw hj
4. mh ei0selqhj ei0j touj oi0kouj tw n ponerwn

# Lesson 25: The Imperative Mood

## Vocabulary:

a9giazw- I sanctify	pinw- I drink
qelw- I will, wish	speirw- I sow
ou0j- ear	a0xri- until
	prin- before

**ASSIGNMENT:** Memorize the vocabulary above.

The imperative mood appears in the New Testament in only the present and aorist tenses. There is no 1st person in the imperative mood. The 2nd person is translated as a command, and the third person with "let him..." etc.

The present active imperative of luw is:

2nd	lue	luete
3rd	luetw	luetwsan

The present middle and passive imperative of luw is:

2nd	luou	luesqe
3rd	luesqw	luesqwsan

The 1st Aorist active imperative of luw is:

2nd	luson	lusate
3rd	lusatw	lusatwn

The 1st aorist middle imperative of luw is:

2nd	lusai	lusasqe
3rd	lusasqw	lusasqwsan

The 1st aorist passive imperative of luw is:

2nd	luqhti	luqhte
-----	--------	--------

3rd	luqhtw	luqhtwsan

The Present Imperative of ei0mi is:

2nd	i0sqi	e0ste
3rd	e0stw	e0stwsan

**ASSIGNMENT:** Memorize the paradigms above and translate the following sentences.

1. a9giaze to i9eron tou qeou
2. kurie, katabhqi prin a0poqanein to paidion mou

# Lesson 26: Contract Verbs

## Vocabulary:

a0gapaw- I love	parakalew- I exhort, I comfort
dhlow- I show	peripatew- I walk around
eu0logew- I bless	poiew- I do , I make
eu0xaristew- I give thanks	staurow- I crucify
zhtew- I seek	threw- I do, I keep
qewrew- I behold	timaw- I honor
kalew- I call	filew- I love
lalew- I speak	

**ASSIGNMENT:** Memorize the vocabulary above.

Contract verbs are verb whose stems end in a, o, or e. Because a connecting vowel is added to the stem when a verb is formed, these verbs undergo a change. The following table shows how the connecting vowel, when added to the vowel at the end of the stem, change:

Connecting Vowel	e	h	ei	h	o	w	ou	oi	
Stem Vowel:	e	ei	h	ei	h	ou	w	ou	oi
	a	a	a	a	a	w	w	w	w
	o	ou	w	oi	oi	ou	w	ou	oi

I.e., when the connecting vowel is e and the stem ends in e, the resulting vowel is ei, etc.

**ASSIGNMENT:** Memorize the contract verb table above, and translate the following sentences.

- e0zhtoun au0ton oi9 ponhroi, i9na qewrws i ta poioumena u9p au0tou.
- o9 maqthj e0lalhsen tauta toij peripatusin e0n tw i9erw.
- o9 0lhsouj legei tw maqth, Simwn, fileij me;

# Lesson 27: Pronouns

We have already learned the personal pronouns and the demonstrative pronouns. The other kinds of Greek pronouns. All of these will be declined, just like all the other nouns and pronouns we have studied.

1- The relative pronoun, o9j, who, which, that.

## Singular

	Masc.	Fem.	Neut.
Nom.	o9j	h9	o9
Gen.	ou9	h9j	ou9
L.I.D.	w9	h9	w9
Acc.	o9n	h9n	o9

## Plural

	Masc.	Fem.	Neut.
Nom.	oi9	ai9	a9
Gen.	w9n	w9n	w9n
L.I.D.	oi9j	ai9j	oi9j
Acc.	ou9j	a9j	a9

(Notice that each of these has a rough breathing mark, which will distinguish them from the definite article already learned.)

As we learned in our study of the other nouns and pronouns, a noun or pronoun agrees in gender, case and number with the word it is referring to. Please remember this VERY important rule during this lesson as well.

2- The interrogative pronoun tij, who?, what?

## Singular

	Masc.	Fem.	Neut.
Nom.	tij	tij	ti
Gen.	tinoj	tinoj	tinoj
L.I.D.	tini	tini	tini
Acc.	tina	tina	ti

## Plural


Masc. Fem. Neut.

Nom. tinej tinej tina

Gen.	tinwn	tinwn	tinwn
L.I.D.	tisin	tisin	tisin
Acc.	tinaj	tinaj	tina

3- The indefinite pronoun, tij, ti, someone, something. (same as above, except no accent marks are used in the printed Greek text).

4- The indefinite relative pronoun o9stij, who. This pronoun occurs ONLY in the nominative case in the singular and plural.

<b>Singular</b>			
Masc.	Fem.	Neut.	
Nom. o9stij h9tij o9ti			
<b>Plural</b>			
	Masc.	Fem.	Neut.
Nom. oi9tinejai9tineja9tina			

5- The Reflexive pronouns.

First person, myself.

<b>Singular</b>		
	Masc.	Fem.
Gen.	e0mautou	e0mauthj
L.I.D.	e0mautw	e0mauth
Acc.	e0mautone	e0mauthn
<b>Plural</b>		
	Masc.	Fem.
Gen.	e9autwne9autwn	
L.I.D.	e9autoij	e9autaj
Acc.	e9autouje9autaj	

Second Person, yourself

<b>Singular</b>		
Masc.	Fem.	
Gen. seautouseauthj		
L.I.D. seautw seauth		

Acc.	seauton	seauthn
<b>Plural</b>		

	Masc.	Fem.
Gen.	e9autwn	e9autwn
L.I.D. e9autoij		e9autaj
Acc.	e9autouje9autaj	

Third Person, himself, herself, itself.

### Singular

	Masc.	Fem.	Neut.
Gen.	e9autoue9authj	e9autou	
L.I.D. e9autw	e9authe9autw		
Acc.	e9autone9authne9auto		

### Plural

	Masc.	Fem.	Neut.
Gen.	e9autwne9autwne9autwn		
L.I.D. e9autoij		e9autaj	e9autoij
Acc.	e9autouje9autaj	e9auta	

6- The reciprocal pronoun a0llhlwn, one another.

This occurs only in these three forms in the New Testament: a0llhlwn, a0llhloij, and a0llhlouj. In function it shows an interaction between two subjects. I.e., a0gapwmen a0llhlouj, "let us love one another", etc.

7- The possessive pronouns.

First person, e0moj,

### Singular

	Masc.	Fem.	Neut
Nom.	e0moj	e0mh	e0mon
Gen.	e0mou	e0mhj	e0mou
L.I.D. e0mw	e0mh	e0mw	
Acc.	e0mon	e0mhn	e0mon

### Plural

	Masc.	Fem.	Neut
--	-------	------	------

Nom.	e0moi	e0mai	e0ma				
Gen.	e0mwn	e0mwn	e0mwn				
L.I.D.	e0moij			e0maij	e0moij		
Acc.	e0mouj	e0maj	e0ma				

The second person is soj, (masculine) sh, (feminine) and son (neuter) and is declined as the first person.

The third person is i0dij (masculine), i0dia, (feminine) and i0dion (neuter) and is also declined as the first person.

The plurals are h9meteroj, -a, -on for the first person, and u9meteroj, -a, -on for the second person.

#### 8- The Negative Pronouns.

ou0deij- no one, usually with the indicative mood.

mhdeij- usually with the other moods.

The negative pronoun occurs only in the singular, and both are easily recognized in every case, gender, and number.

**ASSIGNMENT:** Memorize the paradigms above for the pronouns and translate I John 1:5-10.

# Lesson 28: Adjectives

## Vocabulary:

0a0lhqhj	true
megaj	great
paj	every
poluj	much, many

The following are examples of adjectives that do not follow the patterns that we have already learned.

1- The declension of paj, pasa, pan, all.

## Singular

	Masc.	Fem.	Neut.
Nom.	paj	pasa	pan
Gen.	pantoj	pashj	pantos
L.I.D.	panti	pash	panti

Acc. panta pasan pan

## Plural

	Masc.	Fem.	Neut.
Nom.	pantej	pasai	panta
Gen.	pantwn	paswn	pantwn
L.I.D.	pasin	pasaj	pasin
Acc.	pantaj	pasaj	panta

Gen. pantwn paswn pantwn

L.I.D. pasin

Acc. pantaj pasaj panta

The rest of the adjectives which occur in the New Testament are regular enough that the student should be able to recognize the gender, case and number of any adjective.

**ASSIGNMENT:** Memorize the vocabulary above, and translate I John 2:1-6.

# Lesson 29: Verbs of the -mi conjugation

Vocabulary:

didwmi	I give
i9sthmi	I stand

tiqhmi I place, I put

**Assignment:** Memorize the vocabulary above.

Verbs of the -mi conjugation are fairly frequent in the New Testament. The student will easily recognize them because they will not have a stem that is relatively easy to spot! For instance, the stem of luw is lu, while the stem of didwmi is do, and the stem of i9sthmi is sta, and the stem of tiqhmi is qe.

So, when you are translating along and you cannot seem to locate a word in the dictionary, look to see if it is -mi verb.

The endings of the -mi verb are in the present indicative are:

-mi	-men
-j	-te
-ti	-asi

These verbs can be easily enough recognized as regular (in their irregularity!).

**ASSIGNMENT:** Translate I John 2:7-11

# Lesson 30: The Article

## Vocabulary:

a0lazonia- vainglory	e0gnwka- I have known
a0fihmi- I forgive	neaniskoj- young man
bioj- life	nikaw- I conquer

**ASSIGNMENT:** Memorize the vocabulary above.

We have already discussed the general use of the definite article. In this lesson we will look at some specialized uses of the article.

1- With the conjunction kai.

When two nouns have one article, they are both referring to the same thing, i.e., o9 a0postoloj kai maqthj means "the disciple (who is) the apostle".

Other specialized uses can be noted by the student in advanced studies.

**ASSIGNMENT:** Memorize the material above, and translate I John 2:12-17.

# Lesson 31: The Infinitive

## Vocabulary:

antixristoj- antichristo  
mologew- I confess

orneomai- I deny

fanerow- I make manifest

oi0da- I know

yeudoj- lie

Page | 60

**ASSIGNMENT:** Memorize the vocabulary above.

The infinitive can be used as both a verb and a noun. When it is used as a verb it expresses the purpose of the main verb; i.e., "the child likes to run". In this example, "likes" is the main verb, and "to run", the infinitive, expresses what the child likes to do.

When the infinitive is used as a noun it is simply being used as the object of the main verb. Examples of this kind of usage abound in the New Testament.

**ASSIGNMENT:** Translate I John 2:18-29.

---

## Conclusion

Well, dear student, if you have done all of the work asked of you you have in hand the necessary tools with which to study the New Testament in its original language.

What you must do now is read, read, and read some more in the New Testament itself. Translation is an art as well as a skill; and only by practice can your translating arrive at that level.

Farewell, and stick with it.

For further study, get a copy of Blass-Debrunner's *New Testament Greek Grammar*.