

Classical Subjects Creatively Taught™

SONG SCHOOL Greek

TEACHER'S EDITION



Michelle Hahne



Song School Greek Teacher's Edition

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Version 2.0

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for Teacher's Edition

Song School Greek *student book with answers*

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Welcome Teachers and Parents!

We are thrilled that you will be teaching Greek to some younger students. There is a growing interest in teaching Greek around the English-speaking world, and even an interest in teaching it to young children. Why? Well, Greek is recognized as being foundational to much of modern learning, particularly science and medicine. It is also the basis for approximately 20 percent of English vocabulary. Naturally it is the language of many classical writers (e.g., Plato, Aristotle, Herodotus, and Thucydides to name a few) as well as the language of the Greek New Testament. In addition, young children are particularly suited to learning language, and even learning a language such as Greek is a delight to a well-taught primary student. This text is designed to create a taste and love for the Greek language that will give the growing student confidence and an abiding interest in the ongoing study of Greek.

Song School Greek is a basic introduction to the Greek language and aims to teach students the Greek alphabet, basic decoding skills, 135 vocabulary words, and some conversational Greek. As the title of the book implies, we seek to teach Greek to younger students using both text and song. The CD that accompanies the student text contains thirty child-friendly songs that enable students to easily memorize their Greek vocabulary while enjoying a memorable song. There is a song keyed to each chapter in the book.

Using the DVD

We have included an instructional DVD (bound into the book) for teachers in order to give new teachers of Greek chapter-by-chapter guidance as they prepare and teach their students. We encourage teachers to view the video for each chapter prior to teaching that chapter.

Pacing and Schedule

Students should be able to go through one chapter a week, on average, easily completing the book within a September-to-May time frame. There are review chapters built into the text about every five weeks so that students can take a week and lock in the content of the previous five chapters. The text can normally be mastered by spending about ten to fifteen minutes per day in the workbook, four days per week. You will likely need more time during the first five to six chapters (as students are learning the strange, new, and fascinating alphabet) than they will during the remaining chapters. It is fine to take an extra week as necessary to study the content of a chapter that might need more time and reinforcement. We encourage parents to play the CD in the car and around the home so that students learn and reinforce their Greek vocabulary throughout the week and not just during class time. Most students will do so with delight and learn their vocabulary quite well.

If you would like to spend more time teaching the Greek alphabet, we recommend *Greek Alphabet Code Cracker*, which is a creative eight-chapter text dedicated to teaching only the Greek alphabet. *Greek Alphabet Code Cracker* is not necessary for teaching *Song School Greek*, but may prove to be an enjoyable supplement. Samples of *Greek Alphabet Code Cracker* are available online at www.ClassicalAcademicPress.com.

Traditional or Modern Pronunciation?

Most of the words in *Song School Greek* are from ancient Greek (with a preference for the *koine* or “common” Greek), though we also feature some words from modern Greek. The traditional pronunciation is that pronunciation most often used in schools that teach ancient Greek. The modern pronunciation is that system used today by modern Greek speakers. Either pronunciation system is fine; however, in *Song School Greek* we mainly teach the traditional pronunciation. Those interested in eventually learning to speak modern Greek may want to start with the modern version; those who plan to study ancient Greek in academic settings (while not learning modern Greek) may want to use the traditional system. Of course, it is possible to become familiar with both even while emphasizing one. If your student is learning modern Greek, you can still use *Song School Greek*! Just look for the **M** symbol on the student pages of this *Teacher’s Edition*. The symbol indicates a difference in the modern pronunciation and signals the presence of more information in the Teacher’s Materials section at the end of the chapter. Any section that does not have the **M** symbol is the same in both modern and traditional Greek.

A Note About Greek Case Endings/Inflections in *Song School Greek*

As you may know, Greek has four case endings for all nouns. The endings, or inflections, tell us how each noun is functioning in a sentence. One case (the nominative case) indicates that a noun is a subject in the sentence. Another case (the accusative case) indicates that a noun is an object in the sentence. As in English, Greek also has plural forms for nouns. In English we typically add an *s* to show that a noun is plural. Along with the singular form, the Greek plurals for the nominative case are shown in each vocabulary list.

The chapter stories include some Greek words woven into the English text. In most cases we do change the Greek ending to what would be the proper Greek case. This usually means changing the Greek word into an accusative case when it is the object of a verb. This is also true for several of the chapter songs that feature Greek nouns with various endings. For the first half of the book we include a footnote when the endings of Greek nouns change so that students will know why the endings of some words have changed. We are not concerned that students learn accusative endings in this text, but want them to get a sense of how Greek words inflect, or change their endings. During the last half of the book, these footnotes will disappear, but students should no longer be confused or surprised by these different endings. The various noun endings and their functions are taught in our next Greek text *Greek for Children, Primer A*, as well any other Greek grammar text.

We hope you thoroughly enjoy using *Song School Greek*. Please don’t hesitate to contact us at info@classicalacademicpress.com with questions about the text and album. Please also check the *Song School Greek* page at our website for additional resources and support.

Sincerely,



Christopher A. Perrin, Ph D
Publisher

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CD TRACK INFO

Track Number & Name	Chapter	Page	Time
1. The Letter-Sound Sound-Off	Intro	6	1:12
2. Greek Alphabet Song	Intro	6	0:36
3. Ἐρρωστο (Farewell) Song	1	11	0:49
4. Χαίρε (Greeting) Song	1	12	0:58
5. Greek Letter Sounds Song	*	188	1:37
6. Making Friends	2	15	0:38
7. Around the Class	3	18	1:31
8. Working in the Classroom	4	22	1:01
9. At Home	6	35	0:37
10. Number Song (<i>Teacher's Edition</i>)	**	6-i	0:17
11. Καλημερα (Good Morning)	7	40	1:20
12. Καλησπέρα (Good Afternoon)	8	45	0:57
13. Καληνύχτα (Good Night)	9	50	1:36
14. Doxology (<i>Teacher's Edition</i>)	**	10-i	0:37
15. Κεφαλή και ὤμιοι (Head and Shoulders)	11	62	0:49
16. I Have a Face	12	67	1:43

Track Number & Name	Chapter	Page	Time
17. Action!	13	71	2:40
18. Jesus Is Born	14	76	1:26
19. Sing a Song of Christmas	15	81	1:06
20. Jesus Loves Me (<i>Teacher's Edition</i>)	**	16-i	1:42
21. The Colors Song	17	96	2:04
22. Have You Ever Seen . . .	18	102	1:40
23. Shapes, Shapes, Everywhere Shapes	19	107	1:08
24. Ἔστ' Ἐκάρπος (There Is Fruit)	21	117	1:49
25. Fun Foods	22	123	2:13
26. Goldilocks	23	129	2:12
27. Wet Your Whistle	24	134	1:44
28. Aesop's Animals	26	147	0:57
29. Aesop's Animals (continued)	27	152	0:57
30. Aesop's Animals (continued)	28	158	0:57
31. Things We Spy	29	163	0:49

*This song is introduced in the first review chapter and subsequent verses are added in the rest of the review chapters. This track contains all verses of the song, but it is suggested that you play the new verses only as you learn them in the book.

**The lyrics for these songs are found in *Song School Greek Teacher's Edition*.

 This symbol indicates a difference in the modern pronunciation and signals that there is more information in the Teacher's Materials section at the end of each chapter.

Welcome to the Greek Alphabet!*

The first two letters of the Greek alphabet are alpha (α) and beta (β). Can you see how we got our English word “alphabet”? The word “alphabet” comes from alpha-beta, the first two letters of the Greek alphabet!

For the first two weeks in this book, you will get to know the letters of the Greek alphabet. Here they are:

α β γ δ ε ζ η θ ι κ λ μ
 Α Β Γ Δ Ε Ζ Η Θ Ι Κ Λ Μ

ν ξ ο π ρ σ,ς τ υ φ χ ψ ω
 Ν Ξ Ο Π Ρ Σ Τ Υ Φ Χ Ψ Ω

Don't they look fun? The first and third rows show the lowercase letters and the second and fourth rows show the capital letters. How many letters look like English letters that you already know? Hint: There are fourteen Greek letters that are very similar in look and sound to the English alphabet. Can you guess all fourteen? Circle the letters that you think are in the English alphabet, too!

On the next page is a chart listing all the Greek letters along with their names and a column that tells you how to make the sound for each Greek letter. Here is a clue to help you get started: If you learn the name of each Greek letter, you will know how to make its sound. For example, beta (β) makes the sound of a *b*. Making the sounds of Greek letters is called *pronouncing* Greek letters.*

*For a creative and more in-depth introduction to the Greek alphabet, see *Greek Alphabet Code Cracker*, published by Classical Academic Press.

The Traditional Way of Pronouncing Greek (M)

Case	Name	Pronunciation	Diphthong	Sound	Example
A	α	Alpha		/a/ as in father	
B	β	Beta	ΑΙ αι	eye	aisle
Γ	γ	Gamma	ΑΥ αυ	ow	owl
Δ	δ	Delta	ΕΙ ει	ay	make
E	ε	Epsilon	ΕΥ ευ	yew	you
Z	ζ	Zeta	ΟΙ οι	oi	oil, boy
H	η	Eta	ΟΥ ου	oo	boot
Θ	θ	Theta	ΥΙ υι	we	queen
Ι	ι	Iota		/i/ as in pit (if short); /ee/ as in ski (if long)	
K	κ	Kappa		/k/ as in kite	
Λ	λ	Lambda		/l/ as in lime	
M	μ	Mu		/m/ as in math	
N	ν	Nu		/n/ nose	
Ξ	ξ	Xi		/x/ as in oxen	
O	ο	Omicron		/o/ or /ah/ or /aw/ as in offer	
Π	π	Pi		/p/ as in pistol	
P	ρ	Rho		/r/ as in rat	
Σ	σ,ς*	Sigma		/s/ as in soup	
T	τ	Tau		/t/ as in tea	
Υ	υ	Upsilon		/oo/ as in hoop	
Φ	φ	Phi		/ph/ as in phone	
X	χ	Chi		German /ch/ as in Bach	
Ψ	ψ	Psi		/ps/ as in oops	
Ω	ω	Omega		/o/ as in note	

*Sigma has two forms, σ and ς. The latter is called a final form and is only used when it is the final letter in a word. English used to have a similar custom using ‘f’ for ‘s’ when it was between letters.

Greek Letters You Already Know!

Now you can check to see if you found all fourteen of the Greek letters that are also in English. Look at the chart below to see all the Greek letters that look and sound similar to the English letters. (Note: Some of them look similar only in the lower-or upper-case.) How did this happen? Well, several of the Greek letters were borrowed by the Romans for the Latin alphabet, and the Latin alphabet was borrowed for the English alphabet. You already know fourteen of the twenty-four Greek letters!

Here are the fourteen letters that have come from the Greek alphabet into our English alphabet:

	Greek Letter			English Letter	
Alpha	A	α	→	A	a
Beta	B	β	→	B	b
Delta	Δ	δ	→	D	d
Epsilon	E	ε	→	E	e
Zeta	Z	ζ	→	Z	z
Iota	I	ι	→	I	i
Kappa	K	κ	→	K	k
Mu	M	μ	→	M	m
Nu	N	ν	→	N	n
Omicron	O	ο	→	O	o
Sigma	Σ	σ,ς	→	S	s
Tau	T	τ	→	T	t
Upsilon	Υ	υ	→	U	u
Chi	X	χ	→	X	x

Let's Sing and Chant the Greek Alphabet!

The best way to learn the alphabet is to sing and chant it.

The Letter-Sound Sound-Off [Track 1] 

The teacher or leader will say the sound the letter makes followed by the letter and then the students will repeat.

Ah, ah, alpha—ah, ah, alpha; b-, b-, beta—b-, b-, beta; g-, g-, gamma—g-, g-, gamma; d-, d-, delta—d-, d-, delta; eh, eh, epsilon—eh, eh, epsilon; dz-, dz-, zeta—dz-, dz-, zeta; ay, ay, eta—ay, ay, eta; th-, th-, theta—th-, th-, theta; ih, ih, iota—ih, ih, iota; k-, k-, kappa—k-, k-, kappa; l-, l-, lambda—l-, l-, lambda; m-, m-, mu—m-, m-, mu; n-, n-, nu—n-, n-, nu; ks-, ks-, xi—ks-, ks-, xi; ah, ah, omicron—ah, ah, omicron; p-, p-, pi—p-, p-, pi; r-, r-, rho—r-, r-, rho; s-, s-, sigma—s-, s-, sigma; t-, t-, tau—t-, t-, tau; hoo, hoo, upsilon—hoo, hoo, upsilon; f-, f-, phi—f-, f-, phi; k-, k-, chi—k-, k-, chi; ps-, ps-, psi—ps-, ps-, psi; oh, oh, omega—oh, oh, omega.

Here is the Greek alphabet song, sung to the tune of “Twinkle, Twinkle Little Star”—the same tune used to learn the English alphabet.

Greek Alphabet Song [Track 2] 

Αα (AL-fah), Ββ (Bay-tah), Γγ (GAH-mah), Δδ (DEL-tah), Εε (EHP-seh-lohn), Ζζ (ZAY-tah), Ηη (AY-tah), Θθ (THAY-tah), Ιι (YOH-tah), Κκ (KAH-pah), Λλ (LAHMB-dah), Μμ (MOO), Νν (NOO), Ξξ (KSEE), Οο (AH-mih-crahn), Ππ (PEE), Ρρ (ROH), Σσ (SIG-mah), Ττ (TAU), Υυ (HOOP-see-lahn), Φφ (FEE), Χχ (CHEE), Ψψ (PSEE), and Ωω (OH-meh-gah).

This is the Greek alpha-beta!

Let's Write Greek!

Practice tracing your Greek letters below. Take your time and try to work on just three letters at a time. It might take you several days until you have practiced writing all the letters. You will have the opportunity to practice writing Greek letters throughout the book. After tracing them, use the blank space to write them carefully yourself, in sets that include the upper and lower cases for each letter. Try to say the name of each letter aloud as you write it.

Tracing practice lines for Greek letters Αα, Ββ, Γγ, Δδ, Εε, Ζζ, Ηη, Θθ, Ιι, Κκ, Λλ, Μμ. Each letter is shown in its upper and lower case forms with numbered arrows indicating the correct stroke order for writing.

Νυ Ξξ Οο Ηη Ρρ Σσ Ττ Υυ Φφ Χχ Ψψ Ωω

Γ Γ Γ Γ γ γ γ γ
 Δ Δ Δ Δ δ δ δ δ
 Ε Ε Ε Ε ε ε ε ε
 Ζ Ζ Ζ Ζ ζ ζ ζ ζ
 Η Η Η Η η η η η
 Θ Θ Θ Θ θ θ θ θ
 Ι Ι Ι Ι ι ι ι ι
 Κ Κ Κ Κ κ κ κ κ
 Λ Λ Λ Λ λ λ λ λ
 Μ Μ Μ Μ μ μ μ μ
 Ν Ν Ν Ν ν ν ν ν

Introduction 7

Αα Ββ Γγ Δδ Εε Ζζ Ηη Θθ Ιι Κκ Λλ Μμ

Ξ ξ ξ ξ
 Ο ο ο ο ο ο ο ο
 Π π π π π π π π
 Ρ ρ ρ ρ ρ ρ ρ ρ
 Σ σ σ σ σ σ σ σ
 Τ τ τ τ τ τ τ τ
 Υ υ υ υ υ υ υ υ
 Φ φ φ φ φ φ φ φ
 Χ χ χ χ χ χ χ χ
 Ψ ψ ψ ψ ψ ψ ψ ψ
 Ω ω ω ω ω ω ω ω

Introduction 8

Let's Make Greek Words!

Now that you know some Greek letters, you can start to read some words that use Greek letters and even make some of your own words in Greek. Below are several English words spelled with Greek letters. If you sound out the Greek word, you should hear yourself saying an English word! Try it, and see if you can figure them all out. Some are easy and some are hard.

- | | | | |
|--------|------------------|--------|---------------------------|
| 1. βωτ | _____ boat _____ | 5. λιψ | _____ lips _____ |
| 2. σατ | _____ sat _____ | 6. φαν | _____ fan _____ |
| 3. μωτ | _____ moat _____ | 7. θρυ | _____ threw/through _____ |
| 4. νατ | _____ gnat _____ | 8. πη | _____ pay _____ (M)pea |

Now, try to spell these English words with Greek letters. Be sure to say the word out loud and spell it from what it sounds like, not what it looks like!

- | | | | |
|---------|------------------|--------|-----------------|
| 1. cat | _____ κατ _____ | 6. zap | _____ ζαπ _____ |
| 2. ball | _____ βαλλ _____ | 7. tap | _____ ταπ _____ |
| 3. go | _____ γω _____ | 8. men | _____ μεν _____ |
| 4. dip | _____ διπ _____ | 9. tax | _____ ταξ _____ |
| 5. low | _____ λω _____ | | |

BE SURE TO PRACTICE MORE IF YOU FIND SOME LETTERS TRICKY.



Greek Alphabet Quiz

1. Write out the Greek alphabet from memory.

2. What English words do these Greek letters spell?

- | | | | |
|--------|------------------|--------|--------------------------|
| a. μαπ | _____ map _____ | d. τoτ | _____ tot _____ |
| b. μαψ | _____ maps _____ | e. τaρ | _____ tap _____ |
| c. μoτ | _____ mat _____ | f. τημ | _____ tame _____ (M)team |

3. How would you spell these English words with Greek letters?

- | | | | |
|---------|-----------------|----------|-------------------------|
| a. far | _____ φaρ _____ | f. root | _____ ρυτ _____ (M)ρουτ |
| b. sip | _____ σιπ _____ | g. gap | _____ γaπ _____ |
| c. nod | _____ νοδ _____ | h. ring | _____ ριγγ _____ |
| d. ton | _____ τον _____ | i. cloth | _____ κλοθ _____ |
| e. moat | _____ μωτ _____ | j. pit | _____ πιτ _____ |

Introduction Teacher's Materials

Modern Pronunciation

CD Track Info for Modern Pronunciation

Track Number & Name	Chapter	Page*	Time
1. The Letter-Sound Sound-Off	Intro	14	1:12
2. Greek Alphabet Song	Intro	14	0:36
3. Ἐρρωσο (Farewell) Song	1	18	0:49
4. Χαῖρε (Greeting) Song	1	19	0:58
5. Greek Letter Sounds Song	**	185	1:38
6. Making Friends	2	22	0:37
7. Around the Class	3	26	1:31
8. Working in the Classroom	4	32	0:58
9. At Home	6	44	0:36
10. Number Song (<i>Teacher's Edition</i>)	***	45	0:17
11. Καλημερα (Good Morning)	7	50	1:20
12. Καλησπέρα (Good Afternoon)	8	55	0:58
13. Καληνύχτα (Good Night)	9	61	1:36
14. Doxology (<i>Teacher's Edition</i>)	***	67	0:36
15. Κεφαλή καί ὤμοι (Head and Shoulders)	11	72	0:49
16. I Have a Face	12	77	1:43
17. Action!	13	81	2:40
18. Jesus Is Born	14	87	1:26
19. Sing a Song of Christmas	15	92	1:05
20. Jesus Loves Me (<i>Teacher's Edition</i>)	***	99	1:42
21. The Colors Song	17	104	2:03
22. Have You Ever Seen . . .	18	110	1:40
23. Shapes, Shapes, Everywhere Shapes	19	117	1:08
24. Ἔστι Κάρπος (There Is Fruit)	21	127	1:49
25. Fun Foods	22	133	2:13
26. Goldilocks	23	138	2:11
27. Wet Your Whistle	24	143	1:44
28. Aesop's Animals	26	156	0:57
29. Aesop's Animals (continued)	27	163	0:57
30. Aesop's Animals (continued)	28	168	0:57
31. Things We Spy	29	174	0:49

*These page numbers refer to the pages of the *Teacher's Edition* and are only for the modern pronunciation.

**This song is introduced in chapter 2 of the *Teacher's Edition* and subsequent verses are added in chapters 6, 11, 15, 21, and 26 of the *Teacher's Edition*. This track contains all verses of the song, but it is suggested that you play the new verses only as students learn them in the book.

***The lyrics for these songs are found in the *Song School Greek Teacher's Edition*.

The Modern Way of Pronouncing Greek

Case	Name	Pronunciation	Diphthong	Sound	Example	
	A α	Alpha		/a/ as in father		
◆	B β	Beta	ΑΙ	αι	eh	pet
◆	Γ γ	Gamma	ΑΥ	αυ	av	oven
◆	Δ δ	Delta	ΕΙ	ει	ee	see
	E ε	Epsilon	ΕΥ	ευ	ev	Bev
	Z ζ	Zeta	ΟΙ	οι	ee	see
◆	H η	Eta	ΟΥ	ου	oo	boot
	Θ θ	Theta	ΥΙ	υι	we	queen
◆	I ι	Iota		/i/ as in ski (always)		
	K κ	Kappa		/k/ as in kite		
	Λ λ	Lambda		/l/ as in lime		
	M μ	Mu		/m/ as in math		
	N ν	Nu		/n/ nose		
	Ξ ξ	Xi		/x/ as in oxen		
	O ο	Omicron		/o/ or /aw/ as in offer		
	Π π	Pi		/p/ as in pistol		
	P ρ	Rho		/r/ as in rat		
	Σ σ,ζ*	Sigma		/s/ as in soup		
	T τ	Tau		/t/ as in tea		
◆	Υ υ	Upsilon		/ē/ as in keep		
	Φ φ	Phi		/ph/ as in phone		
	X χ	Chi		German /ch/ as in Bach		
	Ψ ψ	Psi		/ps/ as in oops		
	Ω ω	Omega		/o/ as in for		

◆ These letters are the only ones pronounced differently in the modern version.

*Sigma has two forms, σ and ζ. The latter is called a final form and is only used when it is the final letter in a word. English used to have a similar custom using *f* for *s* when it was between letters.

The Letter-Sound Sound-Off [Modern Pronunciation, Track 32]

The teacher or leader will say the sound the letter makes followed by the letter and then the students will repeat.

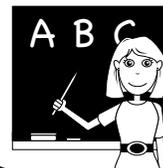
Ah, ah, alpha—**ah, ah, alpha**; v-, v-, beta—**v-, v-, beta**;
gh-, gh-, gamma—**gh-, gh-, gamma**; th-, th-, delta—**th-, th-, delta**;
eh, eh, epsilon—**eh, eh, epsilon**; dz-, dz-, zeta—**dz-, dz-, zeta**;
ee, ee, eta—**ee, ee, eta**; th-, th-, theta—**th-, th-, theta**;
y-, y-, iota—**y-, y-, iota**; k-, k-, kappa—**k-, k-, kappa**;
l-, l-, lambda—**l-, l-, lambda**; m-, m-, mu—**m-, m-, mu**;
n-, n-, nu—**n-, n-, nu**; ks-, ks-, xi—**ks-, ks-, xi**;
oh, oh, omicron—**oh, oh, omicron**; p-, p-, pi—**p-, p-, pi**;
r-, r-, rho—**r-, r-, rho**; s-, s-, sigma—**s-, s-, sigma**;
t-, t-, tau—**t-, t-, tau**; ee, ee, upsilon—**ee, ee, upsilon**;
f-, f-, phi—**f-, f-, phi**; k-, k-, chi—**k-, k-, chi**;
ps-, ps-, psi—**ps-, ps-, psi**; oh, oh, omega—**oh, oh, omega**.

Greek Alphabet Song [Modern Pronunciation, Track 33]

Aα (AL-fah), **Bβ** (Vee-tah), **Γγ** (GHAH-mah), **Δδ** (THEL-tah),
Eε (EHP-see-lohn), **Zζ** (ZEE-tah), **Hη** (EE-tah), **Θθ** (THEE-tah),
Iι (YOH-tah), **Kκ** (KAH-pah), **Λλ** (LAHMB-dah), **Mμ** (MEE),
Nν (NEE), **Ξξ** (KSEE), **Oο** (OH-mee-crohn), **Ππ** (PEE),
Pρ (ROH), **Σσ** (SIG-mah), **Tτ** (TAF), **Υυ** (EEP-see-lohn),
Φφ (FEE), **Xχ** (CHEE), **Ψψ** (PSEE), and **Ωω** (OH-meh-gah).
This is the Greek alpha-veeta!

M Words to Learn

1. χαίρε (CHEYE-reh). hello (to one person; literally, "be happy!")
χαίρετε (CHEYE-reh-teh) hello (to more than one person)
2. ἔρρωσο (AIR-roh-sah). good-bye (to one person)
ἔρρωσθε (AIR-rohs-theh) good-bye (to more than one person)
3. ἡ διδάσκαλος. (hay dee-DAS-kah-los) the female teacher
αἱ διδάσκαλοι (heye dee-das-KAH-loi). the female teachers
4. ὁ διδάσκαλος. (hah dee-DAS-kah-lahs) the male teacher
οἱ διδάσκαλοι (hoy dee-das-KAH-loi) the male teachers
5. ὁ φίλος (hah FEE-lahs) the friend
οἱ φίλοι (hoy FEE-loi). the friends
6. ὁ μαθητής (hah mahth-ay-TAYS). the student
οἱ μαθηταί (hoy mahth-ay-TEYE) the students



"Ἐρρωσο.



M Chapter Songs

"Ἐρρωσο (Farewell) Song [Track 3]
 "Ἐρρωσο, it's time to go! (Clap!)
 Time to go! (Clap!) Time to go! (Clap!)
 "Ἐρρωσο, it's time to go! (Clap!)
 Good-bye διδάσκαλε* (wave at teacher!)
 "Ἐρρωσο, it's time to go! (Clap!)
 Time to go! (Clap!) Time to go! (Clap!)
 "Ἐρρωσο, it's time to go! (Clap!)
 Good-bye, μαθηταί (wave at students!)
 "Ἐρρωσο, it's time to go! (Clap!)
 Time to go! (Clap!) Time to go! (Clap!)
 "Ἐρρωσο, it's time to go! (Clap!)
 Good-bye, φίλοι (wave at friends)!



*Note that in these songs, διδάσκαλος was changed to διδάσκαλε and φίλος was changed to φίλε. A few nouns in Greek change their endings to -ε when the noun is being addressed by someone.

M Χαίρε (Greeting) Song [Track 4]

Χαίρε, χαίρε, διδάσκαλε (wave), διδάσκαλε (wave), διδάσκαλε (wave),
 Χαίρε, χαίρε, διδάσκαλε (wave),
 We're so glad to see you!
 Χαίρετε, χαίρετε, μαθηταί (wave), μαθηταί (wave), μαθηταί (wave),
 Χαίρετε, χαίρετε, μαθηταί (wave),
 I'm glad to see you, too!
 Χαίρε, χαίρε (shake hands), φίλε (shake hands), φίλε (shake hands), φίλε,
 Χαίρε, χαίρε (shake hands), φίλε,*
 It's good to see you, Friend!



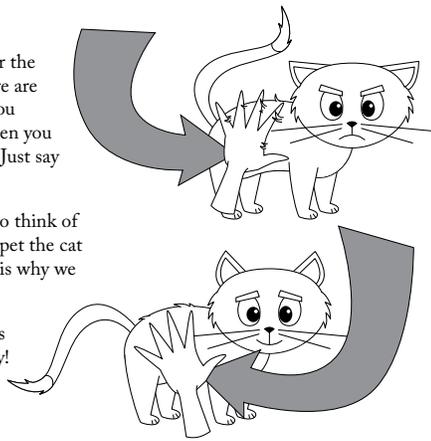
Chapter Lesson

M Breath Marks

Look at the words you are learning this week. Do you see the two small marks over the \acute{o} and the $\acute{\eta}$? These are called breathing marks, and they do something special. There are two marks, one like this $\acute{\text{ '}}$ and one like this $\grave{\text{ `}}$. When you see the mark like this $\acute{\text{ '}}$, you should make an *h* sound before pronouncing the letter that is below the mark. When you see the mark like this $\grave{\text{ `}}$, the mark that goes the other way, don't make the *h* sound. Just say the sound that the letter usually makes.

To help myself remember these two little marks and what to do with them, I like to think of petting a nice, soft cat sitting in my lap. Look at the first cat to the right. When I pet the cat backwards, going against its fur, it's h-h-hard, and the cat doesn't like it a bit. That is why we call the mark $\acute{\text{ '}}$ a rough breathing mark.

But now look at the second cat! When I pet the cat forward, going with the fur, it's easy and no sound comes out! The cat's fur feels very smooth when I pet it this way! That is why we call the breathing mark $\grave{\text{ `}}$ a smooth breathing mark.



Beginning the Alphabet: Α,α

The Greek alphabet has twenty-four letters. This week we learn the letter alpha (Α,α)! The letter Άλφα (pronounced AL-fah) makes the same sound you make when you open up your mouth to say, "Ahh..." for the Dentist! Practice writing the upper and lowercase Α,α, then draw a picture on a separate sheet of the μαθητᾱι (students) saying "aahh"!



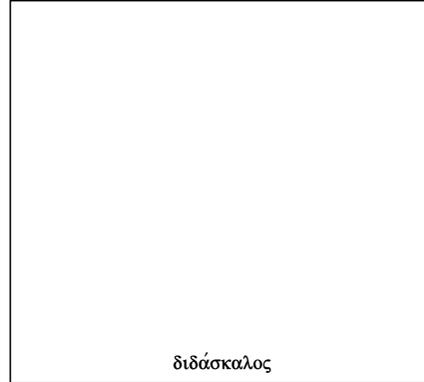
Practice saying "hello" and "good-bye" to each other and to your teacher.

Practice Your Greek

1. Practice writing Α,α.



2. Draw a picture of your διδάσκαλος in the box.



3. Now that you know what sound α and ά (with the special mark) make, practice reading the letters below. Then draw lines to connect the correct letter and sign with the correct picture!

a. ά

b. α

c. ά

Chapter 1: Greetings!

Chapter Story

Listen to your teacher read the story in English first. The second time, she will read some Greek words instead of English words and show you the picture that goes along with the Greek word. When she shows you the picture, shout out what the Greek word means!

When Jesus was on earth, He was a teacher (διδάσκαλος). He had many students (μαθητᾱι). They were called disciples. One of them was named Peter, and one of them was named John. Peter is John's friend (φίλος), and John is Peter's friend (φίλος). Hello (Χαίρετε), Peter and John! One day, Jesus sees Peter and John. "Hello, students (Καίρετε, μαθητᾱι)!" He says. "Hello, Teacher (Χαίρε, Διδάσκαλος)!" say Peter and John. Jesus teaches Peter and John many things, but soon it is time to go. "Good-bye (Έρωσο)," says Jesus. "Good-bye (Έρωσθε)," say Peter and John.

Show What You Know

- How do you say "hello" in Greek? χαίρε/χαίρετε
- How do you say "good-bye" in Greek? έρρωσο
- What is the Greek word for "teacher"? διδάσκαλος
- What is the Greek word for "student"? μαθητής
- How do you say "hello" to a friend in Greek? Χαίρε φίλε.
- Write the first letter of the Greek alphabet (lower and upper case): αΑ

Chapter 1 Teacher's Materials

Ἐρῶσο (Farewell) Song (Tune: "London Bridge is Falling Down")

AIR-roh-sah, it's time to go! (Clap!)
Time to go! (Clap!) Time to go! (Clap!)
AIR-roh-sah, it's time to go! (Clap!)
Good-bye dee-DAS-kah-leh (wave at teacher!)
AIR-roh-sah, it's time to go! (Clap!)
Time to go! (Clap!) Time to go! (Clap!)
AIR-roh-sah, it's time to go! (Clap!)
Good-bye, mahth-ay-TEYE (wave at students!)
AIR-roh-sah, it's time to go! (Clap!)
Time to go! (Clap!) Time to go! (Clap!)
AIR-roh-sah, it's time to go! (Clap!)
Good-bye, FEE-loy (wave at friends!)

Χαίρε (Greeting) Song (Tune: "Mary Had a Little Lamb")

CHEYE-reh, CHEYE-reh, dee-DAS-kah-leh (wave),
dee-DAS-kah-leh (wave), dee-DAS-kah-leh (wave),
CHEYE-reh, CHEYE-reh, dee-DAS-ka-leh (wave),
We're so glad to see you!
CHEYE-reh-teh, CHEYE-reh-teh, mahth-ay-TEYE (wave),
mahth-ay-TEYE (wave), mahth-ay-TEYE (wave),
CHEYE-reh-teh, CHEYE-reh-teh, mahth-ay-TEYE (wave),
I'm glad to see you, too!
CHEYE-reh, CHEYE-reh (shake hands), FEE-leh (shake hands),
FEE-leh (shake hands), FEE-leh,
CHEYE-reh, CHEYE-reh (shake hands) FEE-leh,
It's good to see you, Friend!

Greek Alphabet Song (Tune: "Twinkle, Twinkle Little Star" / "English Alphabet Song")

Breath Marks

The $\acute{\omicron}$ and the $\grave{\eta}$ that occur in front of some of this week's words are called articles. They indicate that a specific noun is in view. In English we usually translate them as "the." Articles will be discussed in more detail in the coming chapters. For now, you may explain to your students that if they see $\acute{\omicron}$ φίλος with the $\acute{\omicron}$ they will say "the friend," but if they see φίλος without the $\acute{\omicron}$ they will say just "friend" or "a friend." The rest of the little marks and squiggles (accent marks) may be ignored for now. Students will learn them in other years as they continue to study Greek.

Beginning the Alphabet: Αα

To give students a head start in learning the sounds of the Greek letters, do the following Greek letter sound-off with them. They will be learning a song in the next few weeks, but even as they learn the song, review the sound-off to help them remember the sounds of the Greek alphabet. Depending on the size of your class, you may vary this sound-off to add interest for the students.

- Hold up cards with the various letters on them (they should be in order at this point). Have the entire class shout out the sound each letter makes. As the students learn them better, flip through the cards faster and faster. Time the students to see how fast they can say them. You may even wish to make a chart to record their progress as they get faster and faster. As the year goes on, you may even wish to mix the letters up.

- If you have several students in your class, you may wish to assign each student to certain letters. When their letter comes up, they are responsible for shouting out the sound it makes. Mix up their assigned letters periodically so that they learn all of them well.

Greek Alphabet Sound-Off

Αα “ah,” Ββ “b,” Γγ “g,” Δδ “d,” Εε “eh,” Ζζ “z,” Ηη “ay,” Θθ “th,”
 Ιι “ih,” Κκ “k,” Λλ “l,” Μμ “m,” Νν “n,” Ξξ “ks,” Οο “ah,” Ππ “p,”
 Ρρ “r,” Σσ “s,” Ττ “t,” Υυ “oo,” Φφ “f,” Χχ “ch,” Ψψ “ps,” Ωω “oh.”
 This is the Greek (clap) alpha-beta!

Chapter Story

When Jesus was on earth, He was a teacher (διδάσκαλος) (dee-DAS-kah-lahs). He had many students (μαθηταί) (mahth-ay-TEYE). They were called disciples. One of them was named Peter, and one of them was named John. Peter is John’s friend (φίλος) (FEE-lahs), and John is Peter’s friend (φίλος) (FEE-lahs). Hello (Χαίρετε) (CHEYE-reh-teh), Peter and John! One day, Jesus sees Peter and John. “Hello, students (Χαίρετε, μαθηταί) (CHEYE-reh-teh, mahth-ay-TEYE)!” He says. “Hello, Teacher (Χαίρε, Διδάσκαλε) (CHEYE-reh, dee-DAS-kah-leh)!” say Peter and John. Jesus teaches Peter and John many things, but soon it is time to go. “Good-bye (Ἐρρωσο) (AIR-roh-sah),” says Jesus. “Good-bye (Ἐρρωσθε) (AIR-rohs-theh),” say Peter and John.

Show What You Know

This quiz may be given orally for younger students with less-developed writing skills.

Modern Pronunciation

Words to Learn, Modern Pronunciation

1. χαίρε (HEYE-reh) hello (to one person; literally, “be happy!”)
 χαίρετε (HEYE-reh-teh) hello (to more than one person)
2. ἔρρωσο (AIR-roh-soh) good-bye (to one person)
 ἔρρωσθε (AIR-rohs-theh) good-bye (to more than one person)
3. ἡ διδάσκαλος. (ee thee-THAS-kah-los) the female teacher
 αἱ διδασκάλοι (eh thee-thas-KAH-lee) the female teachers
4. ὁ διδάσκαλος. (oh thee-THAS-kah-lohs) the male teacher
 οἱ διδασκάλοι (ee thee-thas-KAH-lee) the male teachers
5. ὁ φίλος (oh FEE-lohs) the friend
 οἱ φίλοι (ee FEE-lee) the friends
6. ὁ μαθητής (ee mahth-ee-TEES). the student
 οἱ μαθηταί (eh mahth-ee-TEH) the students

Ἐρρωσο (Farewell) Song [Modern Pronunciation, Track 34] (Tune: “London Bridge is Falling Down”)

AIR-roh-soh, it’s time to go! (Clap!)
 Time to go! (Clap!) Time to go! (Clap!)
 AIR-roh-soh, it’s time to go! (Clap!)
 Good-bye thee-THAS-kah-leh (wave at teacher)!

AIR-roh-soh, it’s time to go! (Clap!)
 Time to go! (Clap!) Time to go! (Clap!)
 AIR-roh-soh, it’s time to go! (Clap!)
 Good-bye, mahth-ee-TEH (wave at students)!

AIR-roh-soh, it's time to go! (Clap!)
Time to go! (Clap!) Time to go! (Clap!)
AIR-roh-soh, it's time to go! (Clap!)
Good-bye, FEE-lee (wave at friends)!

Χαίρε (Greeting) Song [Modern Pronunciation, Track 35] (Tune: “Mary Had a Little Lamb”)

CHEH-reh, CHEH-reh, thee-THAS-kah-leh (wave),
thee-THAS-kah-leh (wave), thee-THAS-kah-leh (wave),
CHEH-reh, CHEH-reh, thee-THAS-kah-leh (wave),
We're so glad to see you!

CHEH-reh-teh, CHEH-reh-teh, mahth-ee-TEH (wave),
mahth-ee-TEH (wave), mahth-ee-TEH (wave),
CHEH-reh-teh, CHEH-reh-teh, mahth-ee-TEH (wave),
I'm glad to see you too!

CHEH-reh, CHEH-reh (shake hands), FEE-leh (shake hands),
FEE-leh (shake hands), FEE-leh,
CHEH-reh, CHEH-reh (shake hands) FEE-leh,
It's good to see you, Friend!

Breath Marks

Breath marks do not apply to the modern pronunciation.

Greek Alphabet Sound-Off

Αα “ah,” Ββ “v,” Γγ “gh,” Δδ “th,” Εε “eh,” Ζζ “z,” Ηη “ee,” Θθ “th,”
Ιι “ih,” Κκ “k,” Λλ “l,” Μμ “m,” Νν “n,” Ξξ “ks,” Οο “oh,” Ππ “p,”
Ρρ “r,” Σσ “s,” Ττ “t,” Υυ “ee,” Φφ “f,” Χχ “ch,” Ψψ “ps,” Ωω “oh.”
This is the Greek (clap) alpha-veeta!

Chapter Story

When Jesus was on earth, He was a teacher (διδάσκαλος) (thee-THAS-kah-lohs). He had many students (μαθηταί) (mahth-ee-TEH). They were called disciples. One of them was named Peter, and one of them was named John. Peter is John's friend (φίλος) (FEE-lohs), and John is Peter's friend (φίλος) (FEE-lohs). Hello (Χαίρετε) (CHEH-reh-teh), Peter and John! One day, Jesus sees Peter and John. “Hello, students (Χαίρετε, μαθηταί) (CHEH-reh-teh, mahth-ee-TEH)!” He says. “Hello, Teacher (Χαίρε, Διδάσκαλε) (CHEH-reh, thee-THAS-kah-leh)!” say Peter and John. Jesus teaches Peter and John many things, but soon it is time to go. “Good-bye (Ἐρωσο) (AIR-roh-soh),” says Jesus. “Good-bye (Ἐρωσθε) (AIR-rohs-theh),” say Peter and John.

M Words to Learn

1. Τί τὸ ὄνομα σου ἐστίν; . . . (TEE TAH AH-nah-MAH SOO es-teen?). . . What is the name of you? (What is your name?)
2. _____ ἐστίν τὸ ὄνομα μου. (_____ es-TEEN TAH AH-nah-MAH moo.). _____ is the name of me. (My name is _____.)
3. Ποῦ ἐστὶν _____; (POO es-TEEN _____?) Where is _____?

M Chapter Song

Making Friends [Track 6]

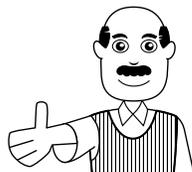
(Student #1 sings the following to another student.)

Τί τὸ ὄνομα σου ἐστίν;
I just want to know your name.

(Student #2 replies with this.)

_____ ἐστίν τὸ ὄνομα μου.
Now you know my name, you see!

(Students shake hands.)



M Chapter Lesson

The Letter Β,β

This week we get to learn the second letter of the Greek alphabet, the letter βήτα (pronounced BAY-tah) (Β,β)! The Greek capital letter Β looks like and sounds like the English capital letter B. Notice the little tail on the lowercase β!

Practice writing the letter Β,β on the lines below, then color the picture of the veterinarian asking the bird his name.



Questions

In English we know that a question is being asked when we see this sign “?”. In Greek we know that a question is being asked when we see this sign “,”. What questions have you learned in this chapter? Practice asking the names of other students or your teacher.



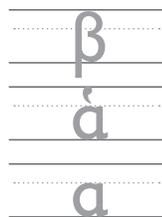
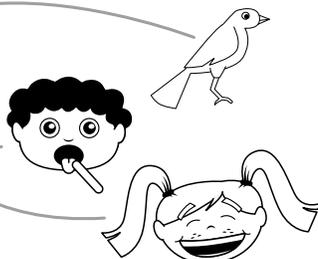
Practice Your Greek

1. Practice writing Α,α and Β,β.



2. Draw lines to match the pictures to the letters they would start with, then write the letters yourself.

- a. β
- b. ά
- c. α



3. Practice pointing to things in your class when your teacher asks where they are in Greek (πού είναι).

Grow Your English

This week you learned that ὄνομα means “name.” English has a long, funny word that comes from this Greek word: onomatopoeia. It means to name something, or make a word based on how the thing sounds. For example, the word “buzz” sounds like the sound a bee makes, and the word “boom” sounds like a boom. Can you think of some other words like this? What sound does a dog make? How about a horse?

Show What You Know

(M) 1. When your teacher says the word, write the letter that the word would start with.

a. _____ β

b. _____ α

c. _____ β

d. _____ α

e. _____ β

2. Ask your teacher what her name is. Τί τὸ ὄνομα σου ἐστίν;

3. Tell her your name. ἐστίν τὸ ὄνομά μου.

4. What sign shows a question in Greek? _____ ; _____



Chapter 2 Teacher's Materials

Words to Learn

Look at this chapter's phrases. This week we will learn not just words by themselves, but words as they fit together to make some phrases. Do you see anything strange at the end of phrases 1 and 2? Yes! There is a funny mark there, isn't there? It looks like this “;”. In Greek, this sign is the same as the question mark, “?” in English. So whenever you see a “;” in Greek you know that whatever comes before it is a question.

Making Friends

This week's song may be omitted if students require more time reviewing the songs in the past chapter. It is important that the alphabet song at least be reviewed this week as the students begin to become familiar with the Greek alphabet. As time allows, review last week's other songs as well.

Here are the literal translations of the Greek phrases:

Τί τὸ ὄνομα σου ἐστίν; _____ ἐστίν τὸ ὄνομά μου.
 What the name of you is? _____ is the name of me.

ἐστίν appears with a final ν before a word that begins with a vowel. Otherwise, it is spelled ἐστί.

Making Friends (Tune: “Hush, Little Baby”)

(Student #1 sings the following to another student.)

TEE TAH AH-nah-MAH SOO es-teen;

I just want to know your name.

(Student #2 replies with this.)

_____ es-TEEN TAH AH-nah-MAH moo.

Now you know my name, you see!

(Students shake hands.)

The Letter Β,β

This is a good place to begin teaching the following pronunciation song for the Greek alphabet. The full text of the song is on page 188, and this verse is introduced in chapter 5.

Greek Letter Sounds Song

Ἄλφα (AL-fah) “ah” and βῆτα (BAY-tah) “b,”
Γάμμα (GAH-mah) “g” and δέλτα (DEL-tah) “d,”
These are the first four letters of Greek,
And the sounds that (clap) they make!

Show What You Know

- The teacher should say the following words as students write down the Greek letter with which that word would begin:
 - boy
 - ah-choo!
 - bear
 - aahhh . . .
 - book

Modern Pronunciation

Words to Learn, Modern Pronunciation

- Τί τὸ ὄνομα σου ἐστίν; What is the name of you?
(TEE TOH OH-noh-MAH SOO es-teen?) (What is your name?)
- _____ ἐστὶν τὸ ὄνομά μου. _____ is the name for me.
(_____ es-TEEN TOH OH-noh-MAH moo.) (My name is _____.)
- Ποῦ ἐστὶν _____; Where is _____?
(POO es-TEEN _____?)

Making Friends [Modern Pronunciation, Track 37] (Tune: “Hush, Little Baby”)

(Student #1 sings the following to another student.)
TEE TOH OH-noh-MAH SOO es-teen;
I just want to know your name.

(Student #2 replies with this.)
_____ es-TEEN TOH OH-noh-MAH moo.
Now you know my name, you see!

(Students shake hands.)

The Letter Β,β

This week we get to learn the second letter of the Greek alphabet, the letter βῆτα (pronounced VEE-tah) (Β,β)! The Greek capital letter Β looks like the English capital letter B and the lowercase letter β looks just like an English letter B with a tail, but they both make a sound like the English letter V.

Greek Letter Sounds Song

Ἄλφα (AL-fah) “ah” and βῆτα (VEE-tah) “v,”
γάμμα (GHAH-mah) “gh” and δέλτα (THEL-tah) “th,”
These are the first four letters of Greek,
And the sounds that (clap) they make!

Show What You Know

If you're teaching the modern pronunciation, say these words:
a. vulture b. ah-choo! c. veterinarian d. aahhh . . . e. violin

Chapter 3

Αα Ββ Γγ Δδ Εε Ζζ Ηη Θθ Ιι Κκ Λλ Μμ Moving Around the Classroom

M Words to Learn

1. καθίσαιτε (kath-EE-sah-teh) sit down
2. ἀνάστητε (ahn-AH-stay-teh) stand up
3. ἡ τράπεζα (hay TRAH-p eh-zah) the table
αἱ τράπεζαι (hey TRAH-p eh-zey) the tables
4. ἡ καρέδρα (hay kahth-EHD-rah) the chair
αἱ καρέδραι (hey kahth-EHD-rey) the chairs
5. ἡ θύρα (hay THOO-rah) the door
αἱ θύραι (hey THOO-rey) the doors
6. τὸ ἔδαφος (tah EHD-ah-fahs) the floor, ground
7. οὐχί. (oo-CHEE) No!



M Chapter Song

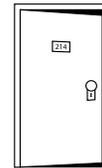
Around the Class [Track 7]

Καθίσατε ἐπὶ καρέδρας,
Καθίσατε ἐπὶ καρέδρας,
Καθίσατε ἐπὶ καρέδρας,
Just as διδάσκαλος says!

Ἄναστητε ἐπὶ τοὺς ἐδάφους,
Ἄναστητε ἐπὶ τοὺς ἐδάφους,
Ἄναστητε ἐπὶ τοὺς ἐδάφους,
Just as διδάσκαλος says!

Καθίσατε ἐπὶ τῆς θύρας,* (Οὐχί!),
Καθίσατε ἐπὶ τῆς θύρας; (Οὐχί!),
Καθίσατε ἐπὶ τῆς θύρας; (Οὐχί!),
Because I (we) can't do that!

Ἄναστητε ἐπὶ τράπεζας,* (Οὐχί!),
Ἄναστητε ἐπὶ τράπεζας; (Οὐχί!),
Ἄναστητε ἐπὶ τράπεζας; (Οὐχί!),
Διδάσκαλος said "no!" (Οὐχί!)



*Note that these words have a ζ on the end of them. Greek words change their endings when used in different ways. You don't have to worry about that now. You will learn about these changes later in your study of Greek.

18

Νν Ξξ Οο Ππ Ρρ Σσ Ττ Υυ Φφ Χχ Ψψ Ωω

M Chapter Lesson

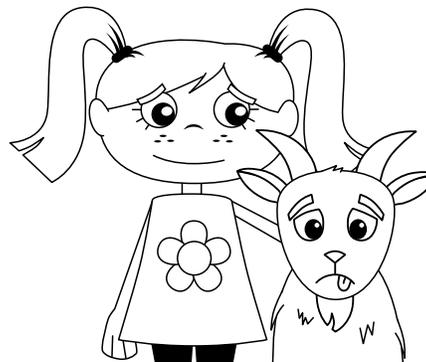
The Letter Γ, γ

This week we get to learn the third letter of the Greek alphabet, the letter γάμα (pronounced GAH-mah) (Γ, γ)! Γάμα is a funny looking letter, but it makes the same sound as the English letter g.

Practice writing the letter Γ, γ.



Color the picture of the child comforting her sick pet goat.

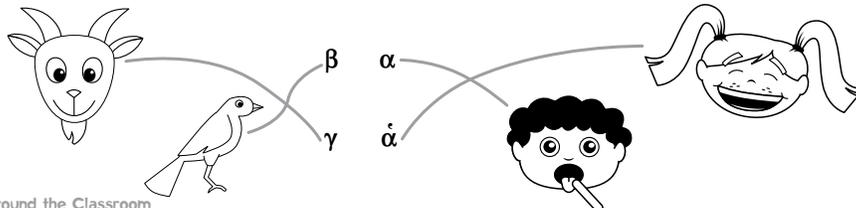


Practice Your Greek

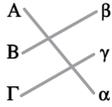
1. Practice writing Α, α, Β, β, and Γ, γ.



2. Draw lines to match the pictures to the letters they would start with, then write the letters yourself.



3. Match the uppercase Greek letter to its little lowercase friend!



Grow Your English

One of this week's words is **καθέδρα**. Do you remember what it means? That's right! Chair! Have you ever heard of a cathedral? A cathedral is a very large church, where the leader of the church, called a bishop, has his "chair," or seat of authority. What Greek word do you think the English word "cathedral" comes from?

M Chapter Fun

The time has come to learn a new game: Simon **λέγει**.^{*} Have you ever played Simon Says? This game is just the same, except that it's even more fun because we play it in Greek! When your teacher says, "Simon **λέγει**," make sure to do exactly as she says. If she doesn't say, "Simon **λέγει**," don't do anything! Practice with your teacher!

^{*}λέγει means "says."

Show What You Know

M 1. When your teacher says the sound, write the Greek letter that makes that sound.

a. _____ β _____

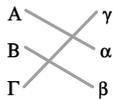
b. _____ α _____

c. _____ γ _____

2. In Greek, ask your teacher what her name is. **Τί τὸ ὄνομα σοῦ ἐστίν;**

3. Tell your teacher your name in Greek. _____ ἐστὶν τὸ ὄνομά μου.

4. Match the uppercase letter to its lowercase friend.



5. When your **διδάσκαλος** asks you to do or point to these things, obey right away! Don't say, "οὐχί!"



Chapter 3 Teacher's Materials

Words to Learn

Label as many of this week's items as possible around the classroom to help the students become familiar with the words. Throughout the coming weeks, refer to them by their Greek names as often as possible.

Around the Class (Tune: "For He's a Jolly Good Fellow!")

Encourage students to do actions with this song. Note that this song uses the words **τοῦ** and **τῆς**. These are forms of the articles which were introduced briefly in chapter 1. They do not need to be taught to the students at this time, but it may be helpful to explain that they mean "the" and that the students will learn more about them later.

Add and omit songs as time allows. It is, however, vital that the alphabet song and alphabet sound-off be practiced every week. These are good ways to begin Greek class and to remind students of how much they already know!

kahth-EE-sah-teh eh-PEE kahth-EHD-rahs,
kahth-EE-sah-teh eh-PEE kahth-EHD-rahs,
kahth-EE-sah-teh eh-PEE kahth-EHD-rahs,
Just as dee-DAS-kah-lohs says!

ahn-AS-tay-teh eh-PEE tus ehd-AH-foos,
ahn-AS-tay-teh eh-PEE tus ehd-AH-foos,
ahn-AS-tay-teh eh-PEE tus ehd-AH-foos,
Just as dee-DAS-kah-lohs says!

kahth-EE-sah-teh eh-PEE tays THOO-rahs; (oo-CHEE!),
kahth-EE-sah-teh eh-PEE tays THOO-rahs; (oo-CHEE!),
kahth-EE-sah-teh eh-PEE tays THOO-rahs; (oo-CHEE!),
Because I (we) can't do that!

ahn-AS-tay-teh eh-PEE TRAH-peh-zahs; (oo-CHEE!),
ahn-AS-tay-teh eh-PEE TRAH-peh-zahs; (oo-CHEE!),
ahn-AS-tay-teh eh-PEE TRAH-peh-zahs; (oo-CHEE!),
dee-DAS-kah-lohs said "no!" (oo-CHEE!)

Chapter Fun: Teacher Script for Simon λέγει

Teacher:

Simon λέγει καθίσατε (Simon LEH-gay kahth-EE-sah-teh).

Did you sit down? I hope so!

Simon λέγει ἀνάστητε (Simon LEH-gay ahn-AS-tay-teh).

Did you stand up? Great job!

Καθίσατε (Kahth-EE-sah-teh).

Did you sit down? Oh, no! I didn't say, "Simon λέγει"!

You've got the hang of it! Now it's time to make our game a little bit more interesting. Remember when we learned **ποῦ ἐστὶν** (POO es-TEEN) last week? We use it to ask where something is. We know that **τράπεζα** (TRAHP-eh-zah) means "table," so if I say, "Simon λέγει ποῦ ἡ ἐστὶ τράπεζα;" (Simon LEH-gay POO es-tee TRAHP-eh-zah?) you will want to point to a table as fast as you can! Let's practice some more. Don't forget to be quick!

Teacher:

Simon λέγει ποῦ ἐστὶν ἡ τράπεζα; (Simon LEH-gay POO es-TEEN hay TRAHP-eh-zah?)

Did you point to a table? Well done!

Simon λέγει πού ἐστὶν ἡ καθέδρα; (Simon LEH-gay POO es-TEEN hay kahth-EHD-rah?)

You pointed to the chair, right?

Simon λέγει πού ἐστὶν ἡ θύρα; (Simon LEH-gay POO es-TEEN hay THOO-rah?)

I'm glad to see you pointing at the door!

Simon λέγει ἀνάστητε (Simon LEH-gay ahn-AS-tay-teh)

Great job standing up so straight and tall!

Ποῦ ἐστὶ τὸ ἔδαφος; (POO es-TEE TAH EHD-ah-fahs?)

Did I trick you on that one? I didn't say, "Simon λέγει," so you shouldn't be pointing to the floor!

Show What You Know

1. Make the following sounds: a. "b" b. "ah" c. "g"

5. Teacher instructions:

Ποῦ ἐστὶν ἡ τράπεζα; (POO es-TEEN hay TRAHp-eh-zah?)

(Where is the table?)

Ποῦ ἐστὶν ἡ θύρα; (POO es-TEEN hay THOO-rah?)

(Where is the door?)

Καθίσατε. (kahth-EE-sah-teh.)

(Sit down.)

Ποῦ ἐστὶν ἡ καθέδρα; (POO es-TEEN hay kahth-EHD-rah?)

(Where is the chair?)

Ἀνάστητε. (ahn-AHS-tay-teh.)

(Stand up.)

Ποῦ ἐστὶν ὁ φίλος; (POO es-TEEN hay FEE-lahs?)

(Where is the friend?)

Modern Pronunciation

Words to Learn, Modern Pronunciation

- | | | |
|------------------------|-------------------------------|------------|
| 1. καθίσατε | (kath-EE-sah-teh) | sit down |
| 2. ἀνάστητε | (ahn-AH-stee-teh) | stand up |
| 3. ἡ τράπεζα | (ee TRAHp-eh-zah) | the table |
| αἱ τράπεζαι | (eh TRAHp-eh-zeh) | the tables |
| 4. ἡ καθέδρα | (ee kahth-EHTH-rah) | the chair |
| αἱ καθέδραι | (eh kahth-EHTH-reh) | the chairs |
| 5. ἡ θύρα | (ee THEE-rah) | the door |
| αἱ θύραι | (eh THEE-reh) | the doors |
| 6. τὸ ἔδαφος | (toh ETH-ah-fahs) | the floor |
| 7. οὐχί. | (oo-CHEE) | No! |

Around the Class [Modern Pronunciation, Track 38] (Tune: "For He's a Jolly Good Fellow!")

kahth-EE-sah-teh eh-PEE kahth-EHTH-rahs,
kahth-EE-sah-teh eh-PEE kahth-EHTH-rahs,
kahth-EE-sah-teh eh-PEE kahth-EHTH-rahs,
Just as thee-THAS-kah-lohs says!

ahn-AS-tee-teh eh-PEE tus ehth-AH-foos,
ahn-AS-tee-teh eh-PEE tus ehth-AH-foos,
ahn-AS-tee-teh eh-PEE tus ehth-AH-foos,
Just as thee-THAS-kah-lohs says!

kahth-EE-sah-teh eh-PEE tees THEE-rahs; (oo-CHEE!),
kahth-EE-sah-teh eh-PEE tees THEE-rahs; (oo-CHEE!),
kahth-EE-sah-teh eh-PEE tees THEE-rahs; (oo-CHEE!),
Because I (we) can't do that!

ahn-AS-tee-teh eh-PEE TRAH-peh-zahs; (oo-CHEE!),
ahn-AS-tee-teh eh-PEE TRAH-peh-zahs; (oo-CHEE!),
ahn-AS-tee-teh eh-PEE TRAH-peh-zahs; (oo-CHEE!),
thee-THAS-kah-lohs said "no!" (oo-CHEE!)

The Letter Γ, γ

This week we get to learn the third letter of the Greek alphabet, the letter **γάμα** (pronounced GHAH-mah) (Γ, γ)! **Γάμα** is a funny looking letter, and it makes a funny sort of sound. Have you ever had a cough stuck in the back of your throat? It tickles your throat and makes a sound that sounds a bit like the "h-" sound an *h* makes only more tickly! Practice saying gamma and making its hacking sound!

Chapter Fun: Teacher Script for Simon Λέγει

Teacher:

Simon λέγει καθίσατε (Simon LEH-ghee kahth-EE-sah-teh). Did you sit down? I hope so!

Simon λέγει ανάστητε (Simon LEH-ghee ahn-AS-tee-teh). Did you stand up? Great job!

Καθίσατε (Kahth-EE-sah-teh). Did you sit down? Oh, no! I didn't say, "Simon λέγει"!

You've got the hang of it! Now it's time to make our game a little bit more interesting. Remember when we learned **ποῦ ἐστὶν** (POO es-teen) last week? We use it to ask where something is. We know that **τράπεζα** (TRAHP-eh-zah) means table, so if I say, "Simon λέγει ποῦ ἐστὶ τράπεζα;" (Simon LEH-ghee POO es-teen TRAHP-eh-zah?) you will want to point to a table as fast as you can! Let's practice some more. Don't forget to be quick!

Teacher:

Simon λέγει ποῦ ἐστὶν ἡ τράπεζα; (Simon LEH-ghee POO es-TEEN hee TRAHP-eh-zah?) Did you point to a table? Well done!

Simon λέγει ποῦ ἐστὶν ἡ καθέδρα; (Simon LEH-ghee POO es-TEEN hee kahth-EHTH-rah?) You pointed to the chair, right?

Simon λέγει ποῦ ἐστὶν ἡ θύρα; (Simon LEH-ghee POO es-TEEN hee THEE-rah?) I'm glad to see you pointing at the door!

Simon λέγει ἀνάστητε (Simon LEH-ghee ahn-AS-tee-teh) Great job standing up so straight and tall!

Ποῦ ἐστὶ τὸ ἔδαφος; (POO es-TEE TOH ETH-ah-fohs?) Did I trick you on that one? I didn't say, "Simon λέγει," so you shouldn't be pointing to the floor!

Show What You Know

1. Make the following sounds: a. "v" b. "ah" c. "gh"

5. Teacher instructions:

Ποῦ ἐστὶν ἡ τράπεζα; (POO es-TEEN ee TRAHP-eh-zah?)
(Where is the table?)

Ποῦ ἐστὶν ἡ θύρα; (POO es-TEEN ee THEE-rah?)
(Where is the door?)

Καθίσατε. (kahth-EE-sah-teh.) (Sit down.)

Ποῦ ἐστὶν ἡ καθέδρα; (POO es-TEEN ee kahth-EHTH-rah?)
(Where is the chair?)

Ἀνάστητε. (ahn-AS-tee-teh.) (Stand up.)

Ποῦ ἐστὶν ὁ φίλος; (POO es-TEEN oh FEE-lohs?)
(Where is the friend?)

Chapter 4

Αα Ββ Γγ Δδ Εε Ζζ Ηη Θθ Ιι Κκ Λλ Μμ Working in the Classroom

M Words to Learn

1. γράφε (GRAH-feh) write (command to one person)
γράφετε (GRAH-feh-teh) write (command to more than one person)
2. γράφω (GRAH-foh) I write
3. κόπτε (KAHP-teh) cut (command to one person)
κόπτετε (KAHP-teh-teh) cut (command to more than one person)
4. τὸ βιβλίον (tah bihb-LEE-ahn) the book
τὰ βιβλία (tah bib-LEE-ah) the books
5. ὁ κάλαμος (hah KAH-lah-mahs) the pen
οἱ κάλαμοι (hoy kah-LAH-moy) the pens
6. ὁ πάπυρος (hah PAH-poo-rahs) the paper
οἱ πάπυροι (hoy pah-POO-roy) the papers
7. ἡ ψαλὶς (hay psah-LEES) the scissors



M Chapter Song

Working in the Classroom [Track 8]

Sing this song with your teacher. Can you figure out if just one person or more than one person is supposed to be cutting and writing?

Cut your paper,
Κόπτετε πάπυρον.*
Cut your paper,
With your ψαλὶς.

Κόπτετε πάπυρον,
With your ψαλὶς.*
Κόπτετε πάπυρον,
With your ψαλὶς.

Write in your book,
Γράφετε ἐν βιβλίῳ.*
Write in your book,
With a pen.

Γράφετε ἐν βιβλίῳ,
With a κάλαμος.
Γράφετε ἐν βιβλίῳ,
With a κάλαμος.



*Note how these words have a different ending than what you have seen in the vocabulary list. Greek nouns can change their endings. No need to worry about this now— you will learn why these endings change later in your study of Greek.

Νν Ξξ Οο Ππ Ρρ Σσ Ττ Υυ Φφ Χχ Ψψ Ωω

Chapter Lesson

Greek Words and Their Endings

Look at this chapter's "Words to Learn." Notice that there are two words each for the first and second words. Can you find the difference between them? Yes! The only difference is that they have different letters at the end! Different endings like this are very normal in Greek, so don't let them confuse you. You will learn much more about these different endings later, but the only endings you must learn well in this book are the endings that you see below: ε and ετε. When you see (or hear) ε at the end of a word, it is a command for just one person. If you hear ετε, though, it is a command for more than one person.

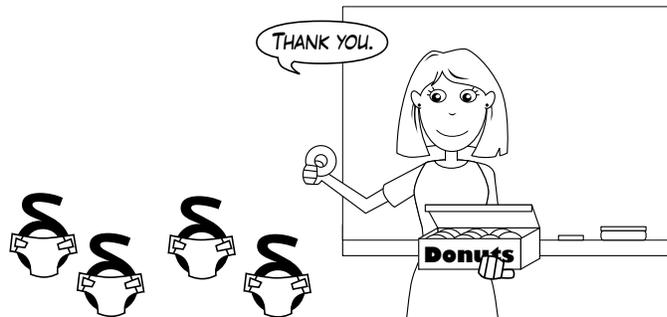
M The Letter Δ,δ

This week we get to learn the fourth letter of the Greek alphabet, the letter δέλτα (pronounced DEL-tah) (Δ,δ)! The lowercase δ looks a bit like the small letter d and sounds like it as well!

Practice writing the letter Δ,δ:



Color the picture of the διδάσκαλος thanking the little δέλτα babies for the delicious doughnuts.



Practice Your Greek

1. Practice writing Α, α, Β, β, Γ, γ, and Δ, δ.



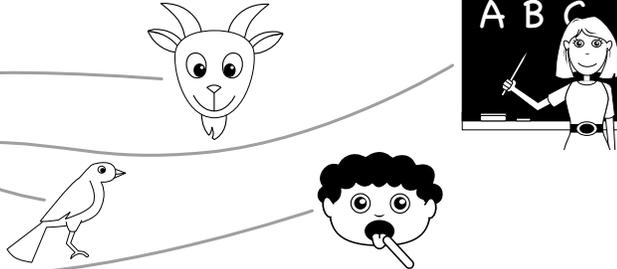
2. Draw lines to match the pictures to the capital letters they would start with (you may need to write the English word beside the picture), then write the lowercase letters they go with.

a. Β

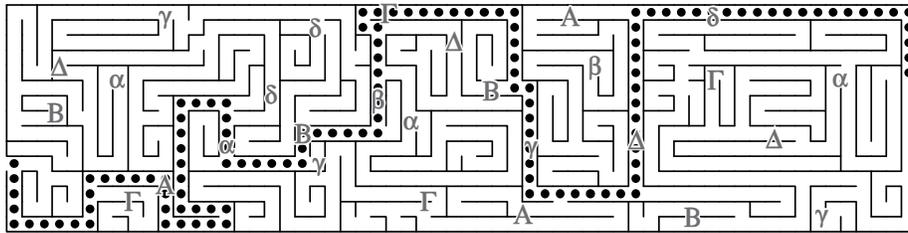
b. Γ

c. Δ

d. Α



3. Follow the letters in alphabetical order, upper then lower cases, to make it through the maze!



Grow Your English

Many English words come from the Greek words you are learning this week. Can you think of any? Here are just a few:

“Bible” comes from βιβλίον.

“Paper” comes from πάπυρος.

“Graph” comes from γράφε.

Chapter Fun

Remember when we learned how to play Simon λέγει last week? Well, I hope you’ve been practicing because this week we get to add our new words and make things just a little bit trickier!

Remember, when your teacher says, “Simon λέγει,” make sure to do exactly as she says. If she doesn’t say, “Simon λέγει,” don’t do anything! Let’s practice with our new words!



Show What You Know

1. When your teacher says the sound, write the Greek letter that would make that sound.

a. _____ β _____

b. _____ α _____

c. _____ γ _____

d. _____ δ _____

2. In Greek, ask your teacher what her name is. **Τί τὸ ὄνομα σου ἐστίν;**

3. Tell your teacher your name in Greek. _____ ἐστὶν τὸ ὄνομά μου.

4. Match the uppercase letter to its lowercase friend.

Δ	β
Α	γ
Β	α
Γ	δ

5. When your διδάσκαλος asks you to do or point to these things, obey right away! Don't say "οὐχι!"

Chapter 4 Teacher's Materials

Working in the Classroom (Tune: "Three Blind Mice")

Encourage the students to add actions to this song:

Additional information:

Κόπτετε πάπυρον means "cut paper." **Πάπυρον** ends in **ον** instead of **ος** because it is the direct object instead of the subject of the command. That is, it is being cut, not doing the cutting. **Γράφετε ἐν βιβλίῳ** means "write in a book." **Βιβλίῳ** ends in **ῳ** instead of **ον** because it is the object of the preposition **ἐν**. **Ἐν** means "in."

Cut your paper,
KAHP-teh-tay PAH-poo-rah-n.
Cut your paper,
With your scissors.

KAHP-teh-tay PAH-poo-rah-n,
With your psah-LEES.
KAHP-teh-tay PAH-poo-rah-n,
With your psah-LEES.

Write in your book,
GRAH-feh-teh ehn bihb-LEE-oh.
Write in your book,
With a pen.

GRAH-feh-teh ehn bihb-LEE-oh,
With a KAH-lah-mohs.
GRAH-feh-teh ehn bihb-LEE-oh,
With a KAH-lah-mohs.

Greek Words and Their Endings

It may help to describe the different endings of Greek words as different clothes that they put on to do different jobs. When a child goes out to work in the garden, he puts on old grubby clothes and rubber gloves. When he goes swimming, he puts on a swimming suit. When he goes to karate, he puts on his karate uniform. When he goes to church, he puts on his nice clothes. When he goes to school, he puts on his uniform. Yet no matter what he is wearing, he is still the same person! Endings work the same

way. They change how a word looks and sounds and make it ready to do something different, but it still means the same basic thing.

Additional information:

Just as in other enclitic languages, such as Latin, Greek uses various endings to show the genders, numbers, and cases of different nouns and the persons, numbers, and tenses of various verbs. The endings that convey these things will occur occasionally in the songs and stories of future chapters, but will not actually be taught until the next book. The students should still be able to gather the meaning from their knowledge of the word itself. Part of the reason for including these various endings even before the child has specifically learned about them is so that he might become accustomed to the changes that occur in Greek words, so that it will be no great shock to him when he is ready to learn them in greater detail in the future. Brief explanations will be provided in the teacher's manual as these words with varied endings come up so that you may explain them to your students should they ask about them. The plural forms of the nouns presented will also be given in the teacher's manual should you ever like to use them. The plural forms of commands will be provided in both the teacher's and student's books as these will be frequently used—especially in classroom settings.

Chapter Fun: Teacher Script for Simon Λέγει

Teacher:

Simon λέγει γράφετε (Simon LEH-gay GRAH-feh-teh).

Are you pretending to write? I hope so!

Simon λέγει ποῦ ἐστὶν ὁ κάλαμος; (Simon LEH-gay POO es-TEEN hah KAH-lah-mahs?).

Are you pointing to your pen? Great job!

Κόπτετε (KAHP-tay-teh).

Did you pretend to cut something? Phew! I'm glad you didn't. I didn't say, "Simon λέγει!"

You remember this game just fine! Now it's time to play for real—with all the words we've learned so far. Don't forget to be quick!

Teacher:

Simon λέγει ποῦ ἐστὶν ἡ τράπεζα; (Simon LEH-gay POO es-TEEN hay TRAH-pch-zah?).

Did you point to a table? Well done!

Simon λέγει ποῦ ἐστὶν ὁ πάπυρος; (Simon LEH-gay POO es-TEEN hah PAH-poo-rah?).

You should be pointing to the paper.

Simon λέγει γράφετε (Simon LEH-gay GHRAH-feh-teh).

Are you writing? Well done!

Ποῦ ἐστὶν ἡ καθέδρα; (POO es-teen hay kahth-EHD-rah?).

Did I catch you? I didn't say, "Simon λέγει!"

Simon λέγει ποῦ ἐστὶν ἡ θύρα; (Simon LEH-gay POO es-TEEN hay THOO-rah?).

I'm glad to see you pointing at the door!

Simon λέγει ποῦ ἐστὶν ὁ κάλαμος; (Simon LEH-gay POO es-TEEN hah KAH-lah-mahs?).

Are you holding up your pen? Great!

Simon λέγει ποῦ ἐστὶν τὸ βιβλίον; (Simon LEH-gay POO es-TEEN TAH bihb-LEE-ahn?).

You're pointing to the book, right?

Ποῦ ἐστὶν ἡ ψαλίς; (POO ay-SEEN heye psah-LEE-dehs?).

Did you know that "scissors" in Greek can be singular?

Simon λέγει κόπτετε (Simon LEH-gay KAHP-tay-teh).

Are you pretending to cut? Fabulous!

Simon λέγει ἀνάστητε (Simon LEH-gay ahn-AH-stay-teh).

Great job standing up so straight and tall!

Ποῦ ἐστὶ τὸ ἔδαφος; (POO es-TEE TAH EHD-ah-fahs?).

Did I trick you on that one? I didn't say, "Simon λέγει!"

Additional suggestion:

As new words are introduced, it is recommended that you write them down on 3x5 cards to easily review them with your students. They will be especially beneficial for future use in the Simon Λέγει

game if you write all nouns in one color and all verbs in another color. That way you will quickly know to preface a noun with “Simon λέγει ποῦ ἐστὶν . . .” and a verb with simply “Simon λέγει.” Using this method, it will be easy to make up your own games of Simon Λέγει so that you may practice the words with which your students need the most help.

Show What You Know

1. Make the following sounds: a. “b” b. “ah” c. “g” d. “d”

5. Teacher instructions:

Ποῦ ἐστὶν τὸ βιβλίον; (POO es-TEEN TOH bihb-LEE-ahn?)
(Where is the book?)

Ποῦ εἰσὶν ἡ ψαλῖς; (POO ay-seen heye psah-LEE-dehs?)
(Where are the scissors?)

Κόπτετε. (KAHP-tay-teh.)
(Cut.)

Ποῦ ἐστὶν ὁ πάπυρος; (POO es-TEEN hah PAH-poo-rahs?)
(Where is the paper?)

Γράφετε. (GRAH-feh-teh.)
(Write.)

Modern Pronunciation

Words to Learn, Modern Pronunciation

1. γράφε (GHRAH-feh) write (command to one person)
γράφετε (GHRAH-feh-teh) write (command to more than one person)
2. γράφω (GRAH-foh) I write
3. κόπτε (KOHP-teh) cut (command to one person)
κόπτετε (koph-teh-teh) cut (command to more than one person)
4. τὸ βιβλίον (toh vihv-LEE-ohn) the book
τὰ βιβλία (tah vihv-LEE-ah) the books
5. ὁ κάλαμος (oh KAH-lah-mohs) the pen
οἱ καλάμοι (ee kah-LAH-mee) the pens
6. ὁ πάπυρος (oh PAH-pee-rohs) the paper
οἱ παπύροι (ee pah-PEE-ree) the papers
7. ἡ ψαλῖς (ee psah-LEES) the scissors

Working in the Classroom [Modern Pronunciation, Track 39] (Tune: “Three Blind Mice”)

Cut your paper,
KOHP-teh-teh PAH-pee-rohn.

Cut your paper,
With your scissors.

KOHP-teh-teh PAH-pee-rohn,
With your psah-LEES.

KOHP-teh-teh PAH-pee-rohn,
With your psah-LEES.

Write in your book,
GHRAH-feh-teh ehn vihv-LEE-oh.

Write in your book,
With a pen.

GHRAH-feh-teh ehn vihv-LEE-oh,
With a KAH-lah-mohs.
GHRAH-feh-teh ehn vihv-LEE-oh,
With a KAH-lah-mohs.

The Letter Δ,δ

This week we get to learn the fourth letter of the Greek alphabet, the letter δέλτα (pronounced TH-EL-tah) (Δ,δ)! The lowercase δ looks a bit like the small letter *d*, but don't let that fool you. It doesn't sound like it! Instead, the letter Δ makes a "th" sound as in the beginning sounds of "them."

Chapter Fun: Teacher Script for Simon Λέγει

Teacher:

Simon λέγει γράφετε (Simon LEH-ghee GHRAH-feh-teh)."

Are you pretending to write? I hope so!

Simon λέγει ποῦ ἐστὶν ὁ κάλαμος; (Simon LEH-ghee POO es-TEEN hoh KAH-lah-mohs?)."

Are you pointing to your pen? Great job!

Κόπτετε" (KOHP-teh-teh)."

Did you pretend to cut something? Phew! I'm glad you didn't. I didn't say, "Simon λέγει!"

You remember this game just fine! Now it's time to play for real—with all the words we've learned so far. Don't forget to be quick!

Teacher:

Simon λέγει ποῦ ἐστὶν ἡ τράπεζα; (Simon LEH-ghee POO es-TEEN hee TRAHP-eh-zah?).

Did you point to a table? Well done!

Simon λέγει ποῦ ἐστὶν ὁ πάπυρος; (Simon LEH-ghee POO es-TEEN hoh PAH-pee-rohs?).

You should be pointing to the paper.

Simon λέγει γράφετε (Simon LEH-ghee GHRAH-feh-teh).

Are you writing? Well done!

Ποῦ ἐστὶν ἡ καθέδρα; (POO es-TEEN hee kahth-EHTH-rah?).

Did I catch you? I didn't say, "Simon λέγει!"

Simon λέγει ποῦ ἐστὶν ἡ θύρα; (Simon LEH-ghee POO es-TEEN hee THEE-rah?).

I'm glad to see you pointing at the door!

Simon λέγει ποῦ ἐστὶν ὁ κάλαμος; (Simon LEH-ghee POO es-TEEN hoh KAH-lah-mohs?).

Are you holding up your pen? Great!

Simon λέγει ποῦ ἐστὶν τὸ βιβλίον; (Simon LEH-ghee POO es-TEEN TOH vihv-LEE-ohn?).

You're pointing to the book, right?

Ποῦ ἐστὶν ἡ ψαλὶς; (POO ee-seen heh psah-LEE-thehs?).

Did you know that "scissors" in Greek can be singular?

Simon λέγει κόπτετε (Simon LEH-ghee KOHP-teh-teh).

Are you pretending to cut? Fabulous!

Simon λέγει ἀνάστητε (Simon LEH-ghee ahn-AH-stee-teh).

Great job standing up so straight and tall!

Ποῦ ἐστὶ τὸ ἔδαφος; (POO es-TEE TOH ETH-ah-fohs?).

Did I trick you on that one? I didn't say, "Simon λέγει!"

Additional suggestion:

As new words are introduced, it is recommended that you write them down on 3x5 cards to easily review them with your students. They will be especially beneficial for future use in the Simon Λέγει game if you write all nouns in one color and all verbs in another color. That way you will quickly know to preface a noun with "Simon λέγει ποῦ ἐστὶν . . ." and a verb with simply "Simon λέγει." Using this method, it will be easy to make up your own games of Simon Λέγει so that you may practice the words with which your students need the most help.

Ⓜ Show What You Know

1. Make the following sounds: a. “v” b. “ah” c. “huh” d. “th”

5. Teacher instructions:

Ποῦ ἐστὶν τὸ βιβλίον; (POO es-TEEN TOH vihv-LEE-ohn?)

(Where is the book?)

Ποῦ εἰσὶν ἡ ψαλίς; (POO ee-seen heh psah-LEE-thehs?)

(Where are the scissors?)

Κόψετε. (KOHP-teh-teh.)

(Cut.)

Ποῦ ἐστὶν ὁ πάπυρος; (POO es-TEEN hoh PAH-pee-rohs?)

(Where is the paper?)

Γράψετε. (GHRAH-feh-teh.)

(Write.)

Νυ Ξξ Οο Ππ Ρρ Σσ Ττ Υυ Φφ Χχ Ψψ Ωω

Review

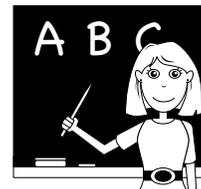
Chapter 5

Master Your Words

You've already learned about twenty words. Congratulations! Here they are. When your teacher says the word, tell her what it means in English! Then see if you can say the word in Greek when your teacher says it in English!

Chapter 1 Words

- | | | |
|-----------------|-------|----------------------|
| 1. χάρη | _____ | hello |
| 2. ἔρρωσο | _____ | good-bye |
| 3. ἡ διδάσκαλος | _____ | the teacher (female) |
| 4. ὁ διδάσκαλος | _____ | the teacher (male) |
| 5. ὁ φίλος | _____ | the friend |
| 6. ὁ μαθητής | _____ | the student |



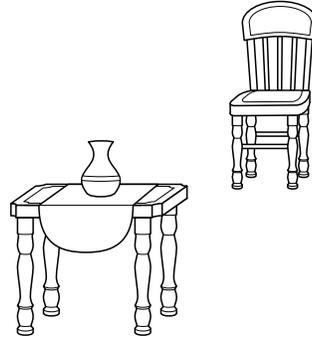
Chapter 2 Phrases

- | | | |
|------------------------------|-------|--------------------|
| 1. Τί τὸ ὄνομα σου ἐστίν; | _____ | What is your name? |
| 2. _____ ἐστὶν τὸ ὄνομα μου. | _____ | My name is _____. |
| 3. Ποῦ ἐστὶν _____; | _____ | Where is _____? |



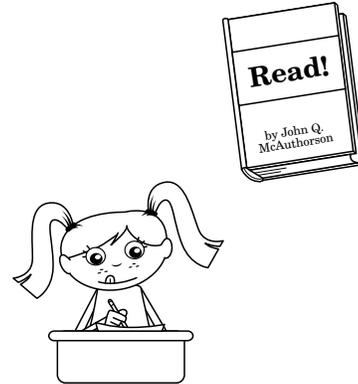
Chapter 3 Words

- | | | |
|--------------|-------|-------------------|
| 1. καθίσαιτε | _____ | sit down |
| 2. ἀνάστητε | _____ | stand up |
| 3. ἡ τράπεζα | _____ | the table |
| 4. ἡ καρέδρα | _____ | the chair |
| 5. ἡ θύρα | _____ | the door |
| 6. τὸ ἔδαφος | _____ | the floor, ground |
| 7. οὐχί | _____ | No! |



Chapter 4 Words

- | | | |
|---------------|-------|----------------|
| 1. γράφε | _____ | write |
| 2. γράφω | _____ | I write |
| 3. κόπτε | _____ | cut (singular) |
| 4. τὸ βιβλίον | _____ | the book |
| 5. ὁ κάλαμος | _____ | the pen |
| 6. ὁ πάπυρος | _____ | the paper |
| 7. ἡ ψαλίς | _____ | the scissors |



Master Your Songs

This is the perfect time to sing all the songs you've learned so far. Here they are. (Don't forget to do the actions!)

M The Letter-Sound Sound-Off [Track 1]

Ah, ah, alpha—ah, ah, alpha; b-, b-, beta—b-, b-, beta;
 g-, g-, gamma—g-, g-, gamma; d-, d-, delta—d-, d-, delta;
 eh, eh, epsilon—eh, eh, epsilon; dz-, dz-, zeta—dz-, dz-, zeta;
 ay, ay, eta—ay, ay, eta; th-, th-, theta—th-, th-, theta;
 ih, ih, iota—ih, ih, iota; k-, k-, kappa—k-, k-, kappa;
 l-, l-, lambda—l-, l-, lambda; m-, m-, mu—m-, m-, mu;
 n-, n-, nu—n-, n-, nu; ks-, ks-, xi—ks-, ks-, xi;
 ah, ah, omicron—ah, ah, omicron; p-, p-, pi—p-, p-, pi;
 r-, r-, rho—r-, r-, rho; s-, s-, sigma—s-, s-, sigma;
 t-, t-, tau—t-, t-, tau; oo, oo, upsilon—oo, oo, upsilon;
 f-, f-, phi—f-, f-, phi; k-, k-, chi—k-, k-, chi;
 ps-, ps-, psi—ps-, ps-, psi; oh, oh, omega—oh, oh, omega.

M Greek Alphabet Song [Track 2]

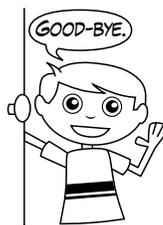
Αα (AL-fah), Ββ (Bay-tah), Γγ (GAH-mah), Δδ (DEL-tah),
 Εε (EHP-seh-lohn), Ζζ (ZAY-tah), Ηη (AY-tah), Θθ (THAY-tah),
 Ιι (YOH-tah), Κκ (KAH-pah), Λλ (LAHMB-dah), Μμ (MOO),
 Νν (NOO), Ξξ (KSEE), Οο (AH-mih-crahn), Ππ (PEE),
 Ρρ (ROH), Σσ (SIG-mah), Ττ (TAU), Υυ (HOOP-see-lahn),
 Φφ (FEE), Χχ (CHEE), Ψψ (PSEE), and Ωω (OH-meh-gah).
 This is the Greek alpha-beta!

Greek Alphabet Sound-Off

The teacher will say the letter first and then the class will repeat the word or "sound-off."

Alpha—*alpha*, beta—*beta*, gamma—*gamma*, delta—*delta*, epsilon—*epsilon*, zeta—*zeta*, eta—*eta*, theta—*theta*,
 iota—*iota*, kappa—*kappa*, lambda—*lambda*, mu—*mu*, nu—*nu*, xi—*xi*, omicron—*omicron*, pi—*pi*,
 rho—*rho*, sigma—*sigma*, tau—*tau*, upsilon—*upsilon*, phi—*phi*, chi—*chi*, psi—*psi*, omega—*omega*.

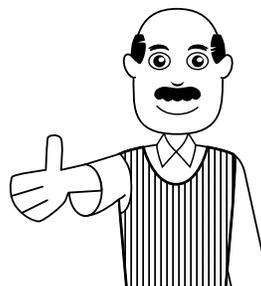
M Ἐρρωσο (Farewell) Song [Track 3]
 Ἐρρωσο, it's time to go! (Clap!)
 Time to go! (Clap!) Time to go! (Clap!)
 Ἐρρωσο, it's time to go! (Clap!)
 Good-bye διδάσκαλε (wave at teacher!)
 Ἐρρωσο, it's time to go! (Clap!)
 Time to go! (Clap!) Time to go! (Clap!)
 Ἐρρωσο, it's time to go! (Clap!)
 Good-bye, μαθηταί (wave at students!)
 Ἐρρωσο, it's time to go! (Clap!)
 Time to go! (Clap!) Time to go! (Clap!)
 Ἐρρωσο, it's time to go! (Clap!)
 Good-bye, φίλοι (wave at friends!)



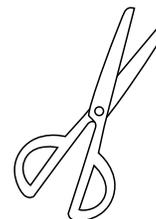
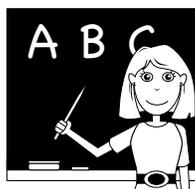
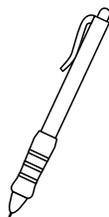
M Χαίρε (Greeting) Song [Track 4]
 Χαίρε, χαίρε, διδάσκαλε (wave), διδάσκαλε (wave), διδάσκαλε (wave),
 Χαίρε, χαίρε, διδάσκαλε (wave),
 We're so glad to see you!
 Χαίρετε, χαίρετε, μαθηταί (wave), μαθηταί (wave), μαθηταί (wave),
 Χαίρετε, χαίρετε, μαθηταί (wave),
 I'm glad to see you, too!
 Χαίρε, χαίρε (shake hands), φίλε (shake hands), φίλε (shake hands), φίλε,
 Χαίρε, χαίρε (shake hands), φίλε,
 It's good to see you, Friend!



M Making Friends [Track 6]
 (Student #1)
 Τί τὸ ὄνομα σου ἐστίν;
 I just want to know your name.
 (Student #2)
 _____ ἐστὶν τὸ ὄνομα μου.
 Now you know my name, you see!



M Around the Class [Track 7]
 Καθίσατε ἐπὶ καθέδρας,
 Καθίσατε ἐπὶ καθέδρας,
 Καθίσατε ἐπὶ καθέδρας,
 Just as διδάσκαλος says!
 Ἄναστητε ἐπὶ τοῦ ἐδάφου,
 Ἄναστητε ἐπὶ τοῦ ἐδάφου,
 Ἄναστητε ἐπὶ τοῦ ἐδάφου,
 Just as διδάσκαλος says!
 Καθίσατε ἐπὶ τῆς θύρας; (Οὐχί!)
 Καθίσατε ἐπὶ τῆς θύρας; (Οὐχί!)
 Καθίσατε ἐπὶ τῆς θύρας; (Οὐχί!)
 Because I (we) can't do that!
 Ἄναστητε ἐπὶ τράπεζας; (Οὐχί!)
 Ἄναστητε ἐπὶ τράπεζας; (Οὐχί!)
 Ἄναστητε ἐπὶ τράπεζας; (Οὐχί!)
 Διδάσκαλος said "no!" (Οὐχί!)



Working in the Classroom [Track 8]
 Cut your paper, Κόπτετε πάπυρον.
 Cut your paper, With your ψαλῖς.
 Κόπτετε πάπυρον, With your ψαλῖς.
 Κόπτετε πάπυρον, With your ψαλῖς.
 Write in your book, Γράφετε ἐν βιβλίῳ.
 Write in your book, With a κάλαμος.
 Γράφετε ἐν βιβλίῳ, With a κάλαμος.
 Γράφετε ἐν βιβλίῳ, With a κάλαμος.

M Greek Letter Sounds Song [Track 5]
 Here is the first verse. The whole song is also listed on page 188.
 Ἄλφα (AL-fah) "ah" and βῆτα (BAY-tah) "b,"
 Γάμμα (GAH-mah) "g" and δέλτα (DEL-tah) "d,"
 These are the first four letters of Greek,
 And the sounds that (clap) they make!

New Story!

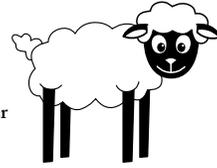
As your teacher reads the story below, listen carefully for the Greek words. Next to some of the Greek words there are two words in parentheses. When your teacher comes to that part of the story, circle the word that best matches the Greek word she says. After she has read the story in Greek, listen as she reads it in English. Did you circle the correct words?

M Mary's Lamb Goes to School

Mary walked into her classroom. It was good to be back after a long summer break. "Χαίρει!" she called to her **διδάσκαλος** (teacher/ student). "Χαίρετε!" she called to her φίλοι (friends/ scissors). Her φίλοι just stared at her. Walking behind her, its little bell quietly jingling, was a fluffy white lamb. Mary looked behind her and laughed. "Don't be so surprised!" she said. "This is my lamb. He was so sad when I told him I had to go away to school that I gave in and let him come along. Is it OK if he stays, **διδάσκαλος** (teacher/ student)?" Η **διδάσκαλος** smiled. "Well, normally I would say no, since it is against the rules. However, since we will be learning about farm animals later today, I'll let him stay if he can behave himself!"

Mary and her φίλοι were very excited. "Τί τὸ ὄνομά σου ἐστίν?" Sally asked the lamb. "Baaa ἐστὶν τὸ ὄνομα μου," answered the lamb.

The **μαθηταί** (sheep / students) were so excited to hear a lamb talk that they started to laugh and play (just a little bit), but their **διδάσκαλος** quickly said, "Κάθισον ἐπὶ καθέδρας ὑμῶν, **μαθηταί**." The students knew the rules of school, so they obeyed right away. The lamb, however, did not know the rules of school, and he wanted to play. Instead of sitting in his seat, he stood ἐπὶ τῆς **τράπεζας** (book / table) and began to dance around with **κάλαμον καὶ βιβλίον**. Next, he took **ψαλὶς** (scissors/ door) and began to cut some **πάπυρον**. Η **διδάσκαλος** was not happy. "Οὐχί!" λέγει, "Οὐχί! Μὴ ἀνάστητε ἐπὶ τῆς **τράπεζας**, but **κάθισον**** ἐπὶ τοῦ **ἐδάφους**!" The lamb still did not obey, and the children also were beginning to laugh and play, so the teacher said, "Mary, I'm sorry, but a disobedient lamb may not stay in my class. Please take him out **τὴν θύραν** (paper / door) and tie him up outside." Mary and the children were sad, but they knew it was best to obey **τῆν διδάσκαλος****—especially because now the lamb was beginning to eat their **παπύρους** (paper/ table) καὶ βιβλία! They knew they would see the lamb at recess, where it would be OK for them all to laugh and play. "Ἐρωσο!" they called to the lamb as Mary took it outside.



*καὶ means "and." ****καθίσατε** changes to **κάθισον** when the command is only to one person—or animal!

***You might expect to see ἡ **διδάσκαλος** rather than **τὴν διδάσκαλος**. Sometimes Greek words can change their endings.

You don't have to worry about that now because you will learn these things later in your study of Greek.

Fun Page!

1. All your hard work has paid off. You now know the letters Α,α, Β,β, Γ,γ, and Δ,δ!

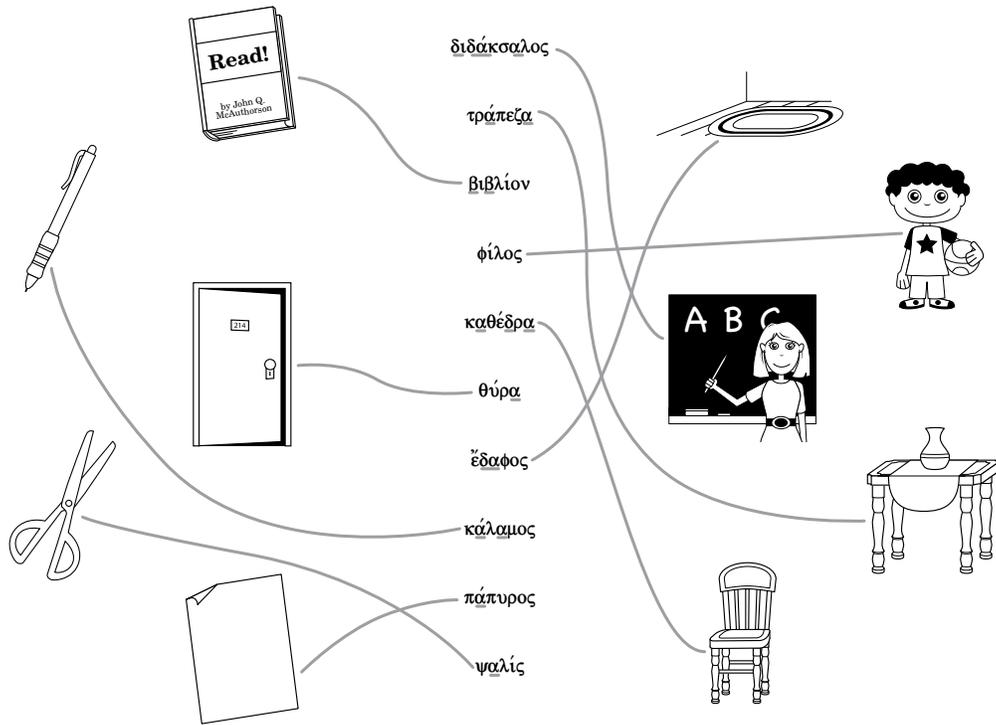
We can't make words yet, but we're on our way! Sound out these letter combinations, then draw lines to match the ones that make the same sound. When you're finished, practice copying the Greek letter combinations on the lines.

βα <u>(ba)</u>	ΓΑ <u>(ga)</u>
γα <u>(ga)</u>	ΔΑ <u>(da)</u>
δα <u>(da)</u>	ΑΓ <u>(ag)</u>
αβ <u>(ab)</u>	ΒΑ <u>(ba)</u>
αγ <u>(ag)</u>	ΑΔ <u>(ad)</u>
αδ <u>(ad)</u>	ΑΒ <u>(ab)</u>

Can you do the same thing with three letters?

βαβ <u>(bab)</u>	ΔΑΔ <u>(dad)</u>
γαβ <u>(gab)</u>	ΒΑΒ <u>(bab)</u>
δαβ <u>(dab)</u>	ΔΑΒ <u>(dab)</u>
βαγ <u>(bag)</u>	ΒΑΔ <u>(bad)</u>
βαδ <u>(bad)</u>	ΒΑΓ <u>(bag)</u>
δαδ <u>(dad)</u>	ΓΑΒ <u>(gab)</u>

2. Below are words you already know. In each of the words, underline the letters you've learned so far. Then, as your teacher reads the words, draw lines to match them to the pictures!



Chapter 5 Teacher's Materials

Mary's Lamb Goes to School

Additional words included in this story:

- καί = and
- έν = in
- σου = your
- λέγει = he, she, it says
- μή = not (do not)
- ἐπί = on

Mary walked into her classroom. It was good to be back after a long summer break. “Χαίρε (CHEYE-reh) (Hello!” she called to her διδάσκαλος (dee-DAS-kah-lohs) (teacher). “Χαίρετε (CHEYE-reh-teh) (Hello!” she called to her φίλοι (FEE-loi) (friends). Her φίλοι (FEE-loi) (friends) just stared at her. Walking behind her, its little bell quietly jingling, was a fluffy white lamb. Mary looked behind her and laughed. “Don’t be so surprised!” she said. “This is my lamb. He was so sad when I told him I had to go away to school that I gave in and let him come along. Is it OK if he stays, διδάσκαλος (dee-DAS-kah-lohs) (teacher)?” Ἡ διδάσκαλος (hay dee-DAS-kah-lohs) (The teacher) smiled. “Well, normally I would say no, since it is against the rules. However, since we will be learning about farm animals later today, I’ll let him stay if he can behave himself!”

Mary and her φίλοι (FEE-loi) (friends) were very excited. “Τί τὸ ὄνομα σου ἐστίν;” (TEE tah AH-nah-mah SOO es-TEEN?) (“What is your name?”), Sally asked the lamb. “Baaa ἐστίν τὸ ὄνομα μου,” (Baaa es-TEEN tah AH-nah-mah moo) (“My name is Baaa”) answered the lamb.

Οἱ μαθηταί (hoy mahth-ay-TEYE) (The students) were so excited to hear a lamb talk that they started to laugh and play (just a little bit), but their διδάσκαλος (dee-DAS-kah-lohs) (teacher) quickly said, “Κάθισον ἐπί καθέδρας ὑμῶν, μαθηταί” (kath-EE-sah-teh eh-pee kahth-EHD-rah hoo-MOHN, mahth-ay-TEYE) (“Sit down in your chairs, students”). The students knew the rules of school, so they obeyed right away. The lamb, however, did not know the rules of school, and he wanted to play. So instead of sitting in his seat, he stood ἐπί τῆς τράπεζας (eh-PEE TAYS TRAH-eh-zahs) (on the table) and began to dance around with κάλαμον καί* βιβλίον (KAH-lah-mah KEYE bihb-LEES) (a pen and a book). Next, he took a ψαλῖς (psah-LEE-dehs) (a pair of scissors) and began to cut some πάπυρον (PAH-poo-rahs) (paper). Ἡ διδάσκαλος (hay dee-DAS-kah-lohs) (The teacher) was not happy. “Οὐχί (oo-CHEE) (No!)” λέγει (LEHG-ay) (she says), “Οὐχί (oo-CHEE) (No!)” “Μὴ ἀνάστητε ἐπί τῆς τράπεζας (MAY ahn-AH-stay-teh eh-PEE TAYS TRAH-eh-zahs) (Do not stand on the table), but κάθισον** ἐπί τοῦ εδάφους (kath-EE-sah-tah eh-PEE TOO ed-AH-foos) (sit on the floor!)” The lamb still did not obey, and the children also were beginning to laugh and play, so the teacher said, “Mary, I’m sorry, but a disobedient lamb may not stay in my class. Please take him out τὴν θύραν (hayn THOO-rah-n) (the door) and tie him up outside.” Mary and the children were sad, but they knew it was best to obey τὴν διδάσκαλον (tayn dee-DAS-kah-lohn) (the teacher)—especially because now the lamb was beginning to eat their πάπυρους (PAH-poo-roos) (papers) and καί βιβλία (KEYE bihb-LEE-ah) (books)! They knew they would see the lamb at recess, where it would be OK for them all to laugh and play. “Ἐρρωσο! (AIR-roh-sah) (Good-bye!)” they called to the lamb as Mary took it outside.

*καί means “and.”

**καθίσατε changes to κάθισον when the command is only to one person—or animal!

Modern Pronunciation

Chapter Songs

For the modern pronunciation of the chapter songs, see the Teacher’s Materials of the appropriate chapter:

The Letter-Sound Sound-Off	Introduction.	Track 32
Greek Alphabet Song.	Introduction.	Track 33
Ἐρρωσο (Farewell) Song	Chapter 1	Track 34
Χαίρε (Greeting) Song	Chapter 1	Track 35
Greek Letter Sounds Song	Chapter 2	Track 36
Making Friends	Chapter 2	Track 37
Around the Class.	Chapter 3	Track 38
Working in the Classroom	Chapter 4	Track 39

Mary’s Lamb Goes to School

Mary walked into her classroom. It was good to be back after a long summer break. “Χαίρε (CHEH-reh) (Hello!)” she called to her διδάσκαλος (thee-THAS-kah-lohs) (teacher). “Χαίρετε (CHEH-reh-teh) (Hello!)” she called to her φίλοι (FEE-lee) (friends). Her φίλοι (FEE-lee) (friends) just stared at her. Walking behind her, its little bell quietly jingling, was a fluffy white lamb. Mary looked behind her and laughed. “Don’t be so surprised!” she said. “This is my lamb. He was so sad when I told him I had to go away to school that I gave in and let him come along. Is it OK if he stays, διδάσκαλος (thee-THAS-kah-lohs) (teacher)?” Ἡ διδάσκαλος (ee thee-THAS-kah-lohs) (The teacher) smiled. “Well, normally I would say no, since it is against the rules. However, since we will be learning about farm animals later today, I’ll let him stay if he can behave himself!”

Mary and her φίλοι (FEE-lee) (friends) were very excited. “Τί τὸ ὄνομα σου ἐστίν;” (TEE toh OH-noh-mah SOO es-TEEN?) (“What is your name?”), Sally asked the lamb. “Baaa ἐστίν τὸ ὄνομα μου,” (Baaa es-TEEN toh OH-noh-mah moo) (“My name is Baaa”) answered the lamb.

Οἱ μαθηταί (ee mahth-ee-TEH) (The students) were so excited to hear a lamb talk that they started to laugh and play (just a little bit), but their διδάσκαλος (thee-THAS-kah-lohs) (teacher) quickly said, “Κάθισον ἐπί καθέδρας ὑμῶν, μαθηταί” (kath-EE-sah-tah e-pee kahth-EHTH-rah ee-

MOHN, mahth-ee-TEH) (“Sit down in your chairs, students”). The students knew the rules of school, so they obeyed right away. The lamb, however, did not know the rules of school, and he wanted to play. So instead of sitting in his seat, he stood **ἐπί τῆς τράπεζας** (eh-PEE TEES TRAH-eh-zahs) (on the table) and began to dance around with **κάλαμον καί* βιβλίον** (KAH-lah-mohn KEH vihv-LEE-ohn) (a pen and a book). Next, he took a **ψαλίσ** (psah-LEES) (a pair of scissors) and began to cut some **πάπυρον** (PAH-pee-rohn) (paper). **Ἡ διδάσκαλος** (ee thee-THAS-kah-lohs) (The teacher) was not happy. “**Οὐχί** (oo-CHEE) (No!)” **λέγει** (LEHG-ee) (she says), “**Οὐχί** (oo-CHEE) (No!)” “**Μὴ ἀνάστητε ἐπί τῆς τράπεζας** (MEE ahn-AH-stee-teh eh-PEE TEES TRAH-eh-zahs) (do not stand on the table), but **κάθισον** ἐπί τοῦ ἐδάφους** (kath-EE-sah-tah eh-PEE TOO eth-AH-foos) (sit on the floor!)” The lamb still did not obey, and the children also were beginning to laugh and play, so the teacher said, “Mary, I’m sorry, but a disobedient lamb may not stay in my class. Please take him out **τὴν θύραν** (teen THEE-rah-n) (the door) and tie him up outside.” Mary and the children were sad, but they knew it was best to obey **τὴν διδάσκαλον** (teen thee-THAS-kah-lohn) (the teacher)—especially because now the lamb was beginning to eat their **πάπυρους** (PAH-pee-rohs) (papers), and **καί βιβλία** (KEH vihv-LEE-ah) (books)! They knew they would see the lamb at recess, where it would be OK for them all to laugh and play. “**Ἐρωσο** (AIR-roh-soh) (Good-bye!)” they called to the lamb as Mary took it outside.

***καί** means “and.”

****καθίσατε** changes to **κάθισον** when the command is only to one person—or animal!

Ν ν Ξ ξ Ο ο Π π Ρ ρ Σ σ Τ τ Υ υ Φ φ Χ χ Ψ ψ Ω ω

At Home

Chapter 6

M Words to Learn

1. ἄκουε (ah-KOO-eh) listen (command to one person)
ἀκούετε (ah-KOO-eh-teh) listen (command to more than one person)
2. ἀκούω (ah-KOO-oh) I listen
3. ὁ πατήρ (hah pah-TAYR) the father
οἱ πατέρες (hoy pah-TEH-rehs) the fathers
4. ἡ μήτηρ (hay may-TAYR) the mother
αἱ μητέρες (heye may-TEH-rehs) the mothers
5. ὁ ἀδελφός (hah ah-del-FAHS) the brother
οἱ ἀδελφοί (hoy ah-del-FOY) the brothers
6. ἡ ἀδελφή (hay ah-del-FAY) the sister
αἱ ἀδελφαί (heye ah-del-FEYE) the sisters
7. ναί (neye) yes

M Chapter Song

At Home [Track 9]

Χαίρε, μήτηρ (clap, clap) hi!

Χαίρε, πατήρ (clap, clap) hi!

Μήτηρ says ἄκουε, I say ναί!

Πατήρ says ἄκουε, I say ναί!

Ποῦ* ἔστιν ἀδελφός; It's time to play!

Ποῦ ἔστιν ἀδελφή; It's time to play!

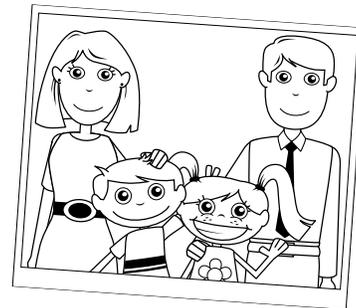
What will we play? (clap, clap) they say.

We think, and we think, and we think, and we think,

Ἴtil μήτηρ says ἀκούετε (clap, clap) hey!

And πατήρ says ἀκούετε (clap, clap) hey!

Why don't we get some ice cream today?



* Ποῦ means “where.”