

CLASSICAL SUBJECTS  
CREATIVELY TAUGHT™

# Greek for children



Primer A

KOINE/NEW TESTAMENT GREEK

DR. CHRISTOPHER PERRIN

*Greek for Children, Primer A*  
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## Introduction to Students

I am very glad that you will be studying Greek! It is an old language that was spoken by some of the most famous and interesting people who ever lived—the ancient Greeks, as well as many people throughout Europe. Of course, Greek is still spoken by modern people in Greece and other countries, such as Cyprus.

The ancient Greeks are famous because of their excellent ideas and accomplishments. They organized themselves into city-states that featured a democratic assembly in which every citizen could vote on important decisions. The Greeks are probably most famous for their philosophers, such as Socrates, Plato, and Aristotle, who tried to understand what is good, beautiful, and true by using reason.

The ancient Greeks were so influential that their architecture, literature, art, and ideas spread to many places. The famous Greek leader Alexander the Great, who ruled from 336 to 323 BC, and his armies conquered much of the land around the Mediterranean Sea and spread Greek culture far and wide.

When the Romans later conquered all those same lands (and more!), they were so impressed with Greek learning and culture that they allowed Greek to continue to be spoken, along with their own language—Latin. In fact, the Romans liked Greek culture so much that they copied it in many ways, including in their architecture and art. Rich Romans often hired Greeks to teach families the Greek language and literature.

There were several talented Greeks who wrote many interesting and famous books on history, philosophy, logic, and rhetoric, as well as plays and poetry. Homer wrote two famous books: the *Iliad*, which is about the battle of the Greeks and Trojans, and the *Odyssey*, which is about the adventures of Odysseus. Plato wrote several stories, or dialogues, that featured Socrates, a great Greek philosopher who lived in Athens. Aristotle, one of Plato's students, also wrote many famous books on philosophy, politics, logic, science, and rhetoric. Thucydides and Herodotus wrote books of Greek history. Sophocles, Aeschylus, and Aristophanes all wrote plays.

When Christ was born in Bethlehem, which is in modern-day Israel, he was born into a Jewish culture that spoke Aramaic, Latin, and Greek. In that day, the Romans ruled Judea (where the Jews lived), but all three languages were spoken there. Greek was a common, everyday language used for doing business. The common form of Greek was called *Koine* (pronounced KOY-nay), which means “common.” Christ's disciples, including those who wrote books and letters contained in the New Testament, spoke Koine Greek. The writers of the New Testament wrote using Koine Greek so that most of the common people could read it. *Greek for Children, Primer A* will introduce you to Koine Greek so that eventually you can read the New Testament in Greek!



## PEOPLE HAVE BEEN STUDYING GREEK FOR A LONG TIME

Did you know that for nearly 2,000 years some boys and girls going to school in Europe studied Greek (usually along with Latin!)? These children learned Greek because many people spoke it and because so many good books were written in Greek.

The Greek language has been so popular for the last 2,000 years that many other languages have borrowed words from it. Did you know that nearly two to three words out of every ten English words come from a Greek word? So, when you learn Greek, you are also learning a good bit of English. For example, if I said, “I like the *sophisticated graphics* on this *phone*,” you would discover that three (in italics) out of the eight words in this sentence come from Greek words. You will also find that many scientific and medical words come from Greek.

I hope that you can see that learning Greek will be very interesting and enjoyable. It will take some hard work, however, just as with anything that is really worth learning. I have done all that I can to make learning Greek enjoyable and to help you to clearly understand everything you are learning, step by step.

You have seen that studying Greek will help you understand a lot more about English. However, there is another good reason to study Greek. Studying Greek will help you one day to read some of the world’s very best books in the language in which they were written. You will be able to read Greek books in Greek—including the New Testament!

## HOW TO STUDY AND LEARN GREEK USING THIS BOOK

Greek will be enjoyable to learn if you first learn *how* to learn it! Your teacher or parent will be of great help to you, but you must be ready to do your part. Here are some important tips:

- Consider using *Greek Alphabet Code Cracker* (available from Classical Academic Press) as another fun way of learning the Greek alphabet. You don’t need this book to learn the Greek alphabet, but you might really enjoy it.
- Do your exercises faithfully and well. Your assignments should not be too long, but you will have at least two every week.
- Try to speak Greek as soon as you can, even when you have only learned a few words.
- Ask questions whenever you are not sure of something.
- Now for the most important thing you can do: memorize your Greek words. You will only have to learn about ten words a week! Here are some tips to help you memorize your words so that you will never forget them:

- 
- Chant or sing your words. It is much easier to remember what you sing or chant.
  - Review your Greek words every day (or night) for five to fifteen minutes. A little bit of review every day is very, very helpful. Keep reviewing words from earlier chapters to make sure you have really mastered them.
  - Make Greek vocabulary cards and put them on a ring. You can put the Greek word on one side and the English word on the other. Take these cards with you wherever you go so you can review them any time you want!
  - Make up silly, fun ways to remember words. For example, sing or chant “*photos* means light—it’s out of sight” (*photos* is the Greek word for “light”).
  - Quiz a classmate or anyone else you know who is taking Greek. Quiz your teacher or parent and have him or her quiz you. Have contests to see who can get the most right or who can give the correct answers the fastest. Make your own written test and see how many words you can get right.
  - Try to find new derivatives (English words that come from Greek) for the Greek words you know.
  - Visit [www.HeadventureLand.com](http://www.HeadventureLand.com) for free games, videos, and readers that will help you practice Greek in fun and creative ways. Review your vocabulary online by playing Greek FlashDash—the game that tests your vocabulary chapter by chapter. The site may also have additional worksheets, exercises, and tests.
  - Questions? Feel free to ask questions on our online forum and check out our other products at [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com).

I hope that you will find your study of Greek this year rewarding and a lot of fun. Please contact Classical Academic Press with questions and ideas at our website ([www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)) or visit us on Facebook. We would love to hear from you!

εἰρήνη (Peace),  
Christopher A. Perrin, Ph.D.

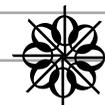


# I. The Greek Alphabet

## Chant!

### The Alphabet Chant

CASE		NAME	PRONUNCIATION
A	α	<b>Alpha</b>	/a/ as in father
B	β	<b>Beta</b>	/b/ as in boy
Γ	γ	<b>Gamma</b>	/g/ as in got
Δ	δ	<b>Delta</b>	/d/ as in dog
E	ε	<b>Epsilon</b>	/e/ as in get
Z	ζ	<b>Zeta</b>	/dz/ (or some say /zd/) as in cords
H	η	<b>Eta</b>	/ey/ as in they
Θ	θ	<b>Theta</b>	/th/ as in thistle
I	ι	<b>Iota</b>	/i/ as in ski
K	κ	<b>Kappa</b>	/k/ as in kite
Λ	λ	<b>Lambda</b>	/l/ as in lime
M	μ	<b>Mu</b>	/m/ as in math
N	ν	<b>Nu</b>	/n/ as in nose
Ξ	ξ	<b>Xi</b>	/x/ as in oxen
O	ο	<b>Omicron</b>	/o/ as in offer
Π	π	<b>Pi</b>	/p/ as in pistol
P	ρ	<b>Rho</b>	/r/ as in rat
Σ	σ, ζ*	<b>Sigma</b>	/s/ as in soup
T	τ	<b>Tau</b>	/t/ as in tea
Υ	υ	<b>Upsilon</b>	/u/ as in lute
Φ	φ	<b>Phi</b>	/ph/ as in phone
X	χ	<b>Chi</b>	German /ch/ as in Bach
Ψ	ψ	<b>Psi</b>	/ps/ as in oops
Ω	ω	<b>Omega</b>	/ō/ as in note



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

## SPECIAL SOUNDS AND FORMS

There are a few letter combinations involving  $\gamma$  (gamma) that make their own special sounds. Here they are:

$\gamma\gamma$	$\Gamma\Gamma$	/ng/ as in ring
$\gamma\kappa$	$\Gamma\kappa$	/ngk/ as in sink
$\gamma\chi$	$\Gamma\chi$	/ngck/ or /ngk/ as in sink

## LEARNING THE GREEK ALPHABET

If you have studied the Greek alphabet on the previous page, you can see that you already knew several Greek letters! This is because several of these Greek letters were borrowed by the Romans for the Latin alphabet, and the Latin alphabet was borrowed for the English alphabet.

Let's look at the fourteen letters that have come from the Greek alphabet right into our English alphabet:

	GREEK LETTER			ENGLISH LETTER	
<b>Alpha</b>	A	$\alpha$	→	A	a
<b>Beta</b>	B	$\beta$	→	B	b
<b>Delta</b>	$\Delta$	$\delta$	→	D	d
<b>Epsilon</b>	E	$\epsilon$	→	E	e
<b>Zeta</b>	Z	$\zeta$	→	Z	z
<b>Iota</b>	I	$\iota$	→	I	i
<b>Kappa</b>	K	$\kappa$	→	K	k
<b>Mu</b>	M	$\mu$	→	M	m
<b>Nu</b>	N	$\nu$	→	N	n
<b>Omicron</b>	O	$o$	→	O	o
<b>Sigma</b>	$\Sigma$	$\sigma, \varsigma$	→	S	s
<b>Tau</b>	T	$\tau$	→	T	t
<b>Upsilon</b>	$\Upsilon$	$\upsilon$	→	U	u
<b>Chi</b>	X	$\chi$	→	X	x



Those fourteen letters make almost the same sounds in Greek as they do in English. In other words, you already know over half of the Greek alphabet. Now, you may be tempted to call a β a “bee” or an ε an “ee,” but they are in fact a *beta* and an *epsilon*. Be careful not to call a Greek letter by the name of an English letter!

Of course, there are ten additional Greek letters that look strange and fascinating. I love the curvy, flowing lines of Greek letters. These ten new letters will be fun to learn and won't take you long to master. Once you have mastered your Greek alphabet, then we can move on to form and read words in Greek. In just a few weeks, you will be reading Greek words fairly easily! By the way, Greek makes a great code language.

There are four excellent ways to master your Greek alphabet:

- Listen to the Greek alphabet song and chant online ([www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)). Sing the alphabet song frequently and try to look at the Greek letters while you sing it.
- Listen to the pronunciation of the Greek letters (on the downloadable *Primer A* Pronunciation Audio files.) Try to look at the Greek letters while you “sound off.”
- Practice writing your Greek letters frequently. When you write a Greek letter, say its name to help you memorize the sound it makes.
- Get a copy of *Greek Alphabet Code Cracker*. This brief book can be completed in six weeks and will help you master the Greek alphabet while you solve a crime. It is available from Classical Academic Press ([www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com)).

Remember that you will master your Greek alphabet best if you review it frequently, even if you review it only briefly. These first few weeks, it would be good to review it twice a day, or once during the day and once in the evening before bed (just for five minutes). You may even want to write out the Greek alphabet on a card that you carry with you so that you can review it anywhere!

During the next few weeks, you will complete several written exercises that will help you study, review, and memorize the Greek alphabet. (You should also check Classical Academic Press' review website at [www.HeadventureLand.com](http://www.HeadventureLand.com) for fun games that will help you review your Greek.) The next page features your first set of exercises. Enjoy!



# Greek Alphabet I: Worksheets

**A.** Practice writing out the Greek alphabet below. Write carefully and in pairs that include the upper and lower cases for each letter. Try to say the name of each letter aloud as you write it.

A	α	_____
B	β	_____
Γ	γ	_____
Δ	δ	_____
E	ε	_____
Z	ζ	_____
H	η	_____
Θ	θ	_____
I	ι	_____
K	κ	_____
Λ	λ	_____
M	μ	_____
N	ν	_____
Ξ	ξ	_____
O	ο	_____
Π	π	_____
P	ρ	_____
Σ	σ, ς	_____
T	τ	_____
Υ	υ	_____
Φ	φ	_____
X	χ	_____
Ψ	ψ	_____
Ω	ω	_____



**B. Alphabet Recognition:** 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. **Note:** the English words may not have the same number of letters as the Greek words.

1. βωτ \_\_\_\_\_

9. στεπ \_\_\_\_\_

2. σατ \_\_\_\_\_

10. τρικ \_\_\_\_\_

3. μωτ \_\_\_\_\_

11. ταξ \_\_\_\_\_

4. νατ \_\_\_\_\_

12. γρυπ \_\_\_\_\_

5. λιψ \_\_\_\_\_

13. δεντ \_\_\_\_\_

6. φιζ \_\_\_\_\_

14. οβη \_\_\_\_\_

7. θρυ \_\_\_\_\_

15. λικ \_\_\_\_\_

8. πη \_\_\_\_\_

(Review the sounds that γ can make!)

**C.** 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! Remember, the number of letters may not match.

1. cat \_\_\_\_\_

8. men \_\_\_\_\_

2. ball \_\_\_\_\_

9. Texas \_\_\_\_\_

3. go \_\_\_\_\_

10. open \_\_\_\_\_

4. dark \_\_\_\_\_

11. rag \_\_\_\_\_

5. lend \_\_\_\_\_

12. flips \_\_\_\_\_

6. zoo \_\_\_\_\_

13. float \_\_\_\_\_

7. late \_\_\_\_\_

14. stinks \_\_\_\_\_



# Greek Alphabet I: Quiz

**A.** Write out the Greek alphabet from memory.

---

---

---

---

**B.** What English words do these Greek letters spell?

- |               |                 |
|---------------|-----------------|
| 1. μαψ _____  | 6. γητ _____    |
| 2. στεπ _____ | 7. βρωκεν _____ |
| 3. τυθ _____  | 8. κωρξ _____   |
| 4. λωφ _____  | 9. στιξ _____   |
| 5. λανδ _____ | 10. στιφ _____  |

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

- |                 |                |
|-----------------|----------------|
| 1. forest _____ | 6. truth _____ |
| 2. slips _____  | 7. gift _____  |
| 3. nod _____    | 8. rib _____   |
| 4. tame _____   | 9. cloth _____ |
| 5. moat _____   | 10. pit _____  |

# II. The Greek Alphabet: Consonants and Vowels

## Chant!

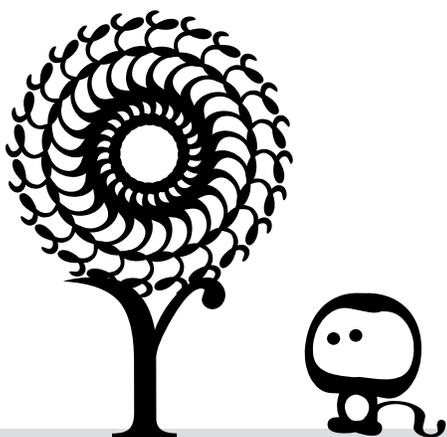
### The Alphabet Chant

CASE		NAME	PRONUNCIATION
A	α	<b>Alpha</b>	/a/ as in father
B	β	<b>Beta</b>	/b/ as in boy
Γ	γ	<b>Gamma</b>	/g/ as in got
Δ	δ	<b>Delta</b>	/d/ as in dog
E	ε	<b>Epsilon</b>	/e/ as in get
Z	ζ	<b>Zeta</b>	/dz/ (or some say /zd/) as in cords
H	η	<b>Eta</b>	/ey/ as in they
Θ	θ	<b>Theta</b>	/th/ as in thistle
I	ι	<b>Iota</b>	/i/ as in ski
K	κ	<b>Kappa</b>	/k/ as in kite
Λ	λ	<b>Lambda</b>	/l/ as in lime
M	μ	<b>Mu</b>	/m/ as in math
N	ν	<b>Nu</b>	/n/ as in nose
Ξ	ξ	<b>Xi</b>	/x/ as in oxen
O	ο	<b>Omicron</b>	/o/ as in offer
Π	π	<b>Pi</b>	/p/ as in pistol
P	ρ	<b>Rho</b>	/r/ as in rat
Σ	σ, ς	<b>Sigma</b>	/s/ as in soup
T	τ	<b>Tau</b>	/t/ as in tea
Υ	υ	<b>Upsilon</b>	/u/ as in lute
Φ	φ	<b>Phi</b>	/ph/ as in phone
X	χ	<b>Chi</b>	German /ch/ as in Bach
Ψ	ψ	<b>Psi</b>	/ps/ as in oops
Ω	ω	<b>Omega</b>	/ō/ as in note

## WHAT IS A CONSONANT? WHAT IS A VOWEL?

There are two types of letters in both English and Greek: **consonants** and **vowels**. It takes both kind of letters (consonants and vowels) to build words. Consonants are “hard” letters that tend to close down the air that flows out of your mouth (such **t**, **s**, or **n**) whereas vowels are “soft” letters that make you open your mouth and let air keep coming out (such as **a**, **e**, **i**, **o** and **u**). Try making the “t” sound. Notice that you make a quick “t” sound and then stop? Now try making a long “o” sound. Do you notice how you can say this for as long as you have breath? Well, if you combine the “t” sound with the long “o” sound you can say “toe” for as long as you have breath too. That is how you build words—you combine consonants with vowels.

The chart on the previous page has all the Greek vowels ( $\alpha$ ,  $\epsilon$ ,  $\eta$ ,  $\iota$ ,  $o$ ,  $\upsilon$ ,  $\omega$ ) shaded. The rest of the letters are all consonants. This is similar to English: in English our vowels are **a**, **e**, **i**, **o**, **u**, and sometimes **y**—the rest are all consonants. You can see that our vowels come right from the Greek vowels—see how similar they look? You will always see at least one vowel in every Greek word, just as in English!





## BLENDING CONSONANTS

You may know from your study of English that consonants can be combined together (blended) to make some interesting sounds. In English we have double blends and even triple blends. For example, the *bl* in “blend” is a double consonant blend because it combines two consonants: *b* and *l*. The “str” in “street” and “strike” is a triple blend because it combines three letters: *s*, *t*, and *r*. Well, Greek has some consonants very similar to English. The Greek word βλεπω (which means “I see”) has a βλ blend that is equivalent to our *bl*. The Greek word for “general” is στρατηγος, which has a “στρ” blend like our *str* blend.

γ Note that a γ combines with *three* other letters to make some odd sounds! The rule is that whenever a γ comes before a κ, χ, or another γ, then it makes an *ng* sound, just like the *ng* in “song.” So,

γκ = νγκ (ταγκ = “tangk,” which sounds just like our word “tank”)

γχ = νγχη (φλαγχ = “flangch,” which sounds just like our word “flank”)

γγ = νγ (ταγγ = “tang,” which sounds just like our word “tang”)

These Greek consonant blends need not give you much trouble. Even if you try to sound out these blends (without knowing these rules), you will likely say the letters or word pretty well. Review this section from time to time until these four blends become familiar to you.

The exercises in this chapter will help you work on consonant blends and review what you learned last week. Next week you will study ways that Greek vowels can combine and blend!

## Greek Alphabet II: Worksheets

**A. Blending Greek Consonants:** Sound out these words in English and underline the consonant blends you see in each Greek word.

- |               |                 |
|---------------|-----------------|
| 1. δροπ _____ | 6. γλαδ _____   |
| 2. στεπ _____ | 7. τραπ _____   |
| 3. τρυθ _____ | 8. πλαν _____   |
| 4. πλαν _____ | 9. στιξ _____   |
| 5. κρυμ _____ | 10. στραπ _____ |

**B.** Sound out the following words in English and circle the words that have a consonant blend. Then underline the blend in those circled words.

- |               |                |
|---------------|----------------|
| 1. παν _____  | 6. φαρμ _____  |
| 2. κλαν _____ | 7. γετ _____   |
| 3. γριτ _____ | 8. σμαρτ _____ |
| 4. οξ _____   | 9. τικ _____   |
| 5. προδ _____ | 10. βρικ _____ |

**C. Blending Greek Consonants:** Create your own words using Greek letters and make sure each word has at least one consonant blend.

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

**D.** How many vowels are in the Greek alphabet?

\_\_\_\_\_

**E.** Write out the Greek vowels in both their upper- and lowercase forms.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**F.** What is the difference between a vowel and a consonant?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**G. Just for Fun:**

Now that you are getting to know the Greek alphabet, can you spell your name in Greek? Here are a few samples of English names spelled in Greek. Spell them out in English and then try to spell your own name in Greek.

1. Μαικ \_\_\_\_\_

2. Συσαν \_\_\_\_\_

3. Γρεγ \_\_\_\_\_

4. Ιηνιφερ \_\_\_\_\_

Your name in Greek: \_\_\_\_\_



# Chant!

## The Diphthong Chant

DIPHTHONG	PRONUNCIATION
αι	/ai/ as in aisle
ει	/ei/ as in weight
οι	/oi/ as in oil
αυ	/ow/ as in cow
ευ	/eu/ “eh-oo” (similar to the English feud)
ηυ	/eyu/ “ay-oo” (no English equivalent)
ου	/ou/ as in soup
υι	/ui/ “uee” as in queen

In the last chapter, we learned how certain consonants blend or combine to create different sounds. In this chapter, we’ll look at how Greek vowels do the same thing.

### VOWEL BLENDS: DIPHTHONGS

When vowels blend or combine together, we have a special name for them. They are called **diphthongs** (pronounced “DIF-thongz”). A diphthong is a combination of two vowels to make one new sound. Greek has seven diphthongs. The chart above shows you how to pronounce them.

Pay special attention to the two diphthongs ευ and ου, because they can easily be confused. The sounds they make are very similar, but they are still different sounds. Think about the two English words “food” and “feud.” When you say “feud,” you can hear the “e” turn into an “oo” sound (ee-yoo), and that’s what distinguishes it from “food,” which has no “e” sound at all.

The Greek diphthong ευ makes the sound in “feud”; the diphthong ου makes the sound you hear in “food.” So if you remember the two words “feud” and “food,” you should be able to remember the difference between these two diphthongs!

### VOWEL COMBINATIONS THAT ARE NOT DIPHTHONGS

Some vowel combinations are not diphthongs. This means that each vowel is pronounced separately rather than being blended together. Here are two examples:

ιε	ΙΕ	/ee-eh/
ιη	ΙΗ	/ee-ay/

When you see a pair of vowels that are not a diphthong, pronounce each letter separately rather than trying to combine them into one sound.



## Greek Alphabet III: Worksheets

**A. Find the Diphthongs:** Sound out the following words into English and underline the vowel blends/diphthongs you see in each Greek word.

- |                |                 |
|----------------|-----------------|
| 1. δρουπ _____ | 6. βοιλ _____   |
| 2. στειν _____ | 7. ιουθ _____   |
| 3. φουλ _____  | 8. βλαινδ _____ |
| 4. δραι _____  | 9. κυιν _____   |
| 5. μουν _____  | 10. πλαυ _____  |

**B.** Sound out the following words into English and circle the words that have a diphthong. Then underline the diphthong in those circled words.

- |                  |                |
|------------------|----------------|
| 1. πλειν _____   | 6. βολ _____   |
| 2. σταρ _____    | 7. τιπ _____   |
| 3. φαιλ _____    | 8. βων _____   |
| 4. καν _____     | 9. καιτ _____  |
| 5. μαυντεν _____ | 10. βλου _____ |

**C. Making Greek Diphthongs:** Create your own words using Greek letters and make sure each word has a diphthong.

_____	_____
_____	_____
_____	_____



**D.** How many diphthongs are there in Greek?

\_\_\_\_\_

**E.** Write out the Greek diphthongs and say the sound they make as you write them.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**F.** Write down the English word that these Greek letters spell.

1. κραι \_\_\_\_\_

6. δουδ \_\_\_\_\_

2. λειτ \_\_\_\_\_

7. σποιλ \_\_\_\_\_

3. στιμ \_\_\_\_\_

8. φειτ \_\_\_\_\_

4. μαι \_\_\_\_\_

9. σταυτ \_\_\_\_\_

5. κοιλ \_\_\_\_\_

10. φλαι \_\_\_\_\_





**G.** Spell these English words with Greek letters and use a diphthong with each word:

1. light \_\_\_\_\_
2. newt \_\_\_\_\_
3. foil \_\_\_\_\_
4. straight \_\_\_\_\_
5. squeal \_\_\_\_\_
6. pow \_\_\_\_\_
7. doom \_\_\_\_\_
8. late \_\_\_\_\_
9. cloud \_\_\_\_\_
10. mile \_\_\_\_\_

**H.** What is a diphthong?

---

---

---

**I.** What are the three vowel pairs that are *not* diphthongs (in which each letter in the pair is pronounced separately)?

---

---

---



## Greek Alphabet III: Quiz

**A.** What English words do these Greek letters spell?

1. μαι \_\_\_\_\_

6. φοιλ \_\_\_\_\_

2. κυιν \_\_\_\_\_

7. μαιτ \_\_\_\_\_

3. Νειλ \_\_\_\_\_

8. στει \_\_\_\_\_

4. νου \_\_\_\_\_

9. μαυθ \_\_\_\_\_

5. βαυ \_\_\_\_\_

10. φλευ \_\_\_\_\_

**B.** Spell these English words with Greek letters.

1. play \_\_\_\_\_

6. loud \_\_\_\_\_

2. flight \_\_\_\_\_

7. theory \_\_\_\_\_

3. spoil \_\_\_\_\_

8. okay \_\_\_\_\_

4. squeak \_\_\_\_\_

9. game \_\_\_\_\_

5. cow \_\_\_\_\_

10. dew \_\_\_\_\_

**C.** Answer the following questions:

1. What is a diphthong?

---

---

2. How many diphthongs are there in Greek?

---

---

# Chant!

## Accent and Breathing Mark Chant

	MARK	NAME	USE
Accent Marks	´	accute	Accent
	`	grave	Accent
	ˆ	circumflex	Accent
Breathing Marks	῀	rough breathing	For making an “h” sound in front of a word starting with a vowel or ρ
	῁	smooth breathing	For making no sound in front of a word starting with a vowel
	;	question mark	For indicating a question

As I have said, I think Greek letters are beautiful. I like the way they wave and curl. I also like the marks you see floating above Greek words, making them look a bit mysterious. To some, these marks make Greek seem as though it must be very puzzling and hard. The marks are not really that mysterious, however. They just tell you where to put the accent on a word or whether to make an “h” sound at the beginning of certain words. There are two classes of marks: marks that place accents on words (**accent marks**), and marks that tell you if you should make an “h” sound or not (called **breathing marks**).

### GREEK ACCENTS

A very long time ago, the people who spoke Greek didn't just say the words. Back then, it was a **melodic** language, which means that they spoke with a mixture of speaking and singing at the same time. Some words were said in a low pitch, other words were spoken in a high pitch, and the rest were spoken somewhere in the middle. To show what pitch to use for each word, the Greeks put small marks over the words that told everyone which pitch to use. These little marks are called **accent marks**. There are only three of them:

´ is called **acute**

` is called **grave**

ˆ is called **circumflex**

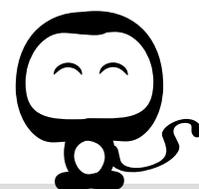


After a while, the Greeks stopped using different pitches for words and used the marks to show only the accents of a word instead of its pitch. Therefore, the three marks (´, ` , or ^) are used to show where the accent falls on a word.

Do you remember what the accent of a word is? Let's review. Say the word "carpenter." Which part of the word did you emphasize? Did you say "CAR-pen-ter," "car-PEN-ter," or "car-pen-TER"? I'm sure most of you said "CAR-pen-ter," because that's how you say the word in English. The accent falls on the first syllable—"CAR-pen-ter." If you said it with the accent on the second or third syllable, you would confuse your listeners and some people would not know what you were talking about. Whenever you emphasize the syllable in a word, you are *accenting* that part of the word.

One difficulty with English is that there is no way to show how a word is accented unless it is written out with capitals as it is above. But in Greek, it's easy. Whichever part of a Greek word has an accent mark over it (whether it is ´, ` , or ^) is accented. So the word κύριον is pronounced KOO-ri-on, because it has an accent over the first syllable. If the accent fell on another syllable, as in κυρίον, then we would pronounce it koo-RI-on.

There are rules about where an accent can be placed, and which of the three accent marks go on which letters. However, you don't have to learn these rules! For now all you need to know is that **whichever part of a Greek word has the accent mark, that's the part you emphasize when you pronounce it.** So whenever you see a ´, ` , or ^ over part of a Greek word, give that part (syllable) the emphasis.



## GREEK BREATHING MARKS

The breathing marks (or breath marks) are the last thing you need to know about when learning to pronounce Greek. Whenever a Greek word began with a vowel or a ρ (rho), the Greeks always put a small mark over the first letter, and we still use these marks today. This mark is called a breather or breathing mark, and there are only two kinds: rough and smooth. The rough breathing mark looks like a backwards apostrophe (´), and the smooth breathing mark looks like an apostrophe (˘). The rough breathing mark means you pronounce the word with an “h” sound. Therefore ἄτ is pronounced as “hot.” The smooth breathing mark means that there is no extra sound, so ὄν is pronounced as “on.”

## PUNCTUATION AND THE GREEK QUESTION MARK

Greek punctuation is very close to English punctuation. A period in Greek is the same as a period in English (.). And commas are the same for both (,). The main difference is that Greek doesn't use the question mark. Instead, the Greek punctuation for a question is the semicolon (;). So if you ask a question in Greek, don't end it with a question mark. Use a semicolon, like this—τί ὄνομά σου ἐστίν; (TI ON-o-MA SOU es-tin?) (*What is your name?*) and not, τί ὄνομα σου ἐστίν?

## THE IOTA SUBSCRIPT

Sometimes you will notice a small iota (ι) placed underneath a vowel, usually at the end of a Greek word. This small iota is called an “iota subscript” (from the Latin *subscripta*, meaning “written below”) because it is written *underneath* the vowel. When an iota follows a long vowel, it is placed underneath that vowel.

For instance, in chapter 2, the verse begins with the words: ἐν ἀρχῇ (en ar-Kay) “in the beginning.” Note the small iota under the η. That is the iota subscript!





## Greek Alphabet IV: Worksheets

**A.** Pretend that these English words are all Greek words and put an accent mark over the place where you would accent the word (you can use any of the three accent marks you wish!).

1. pastor \_\_\_\_\_
2. student \_\_\_\_\_
3. classroom \_\_\_\_\_
4. pencil \_\_\_\_\_
5. confirm \_\_\_\_\_
6. received \_\_\_\_\_
7. dragon \_\_\_\_\_
8. chalkboard \_\_\_\_\_
9. testament \_\_\_\_\_
10. computer \_\_\_\_\_

**B.** Practice saying each of these Greek words out loud, paying special attention to the accent.

- |                |               |
|----------------|---------------|
| 1. κύριον      | 9. ἄγω        |
| 2. ἅγιον       | 10. ἁμαρτωλὸς |
| 3. λαμβάνω     | 11. εἶδομεν   |
| 4. ὥρα         | 12. ταῦτα     |
| 5. πείθω       | 13. προφήτης  |
| 6. ἄνθρωπος    | 14. λυθῶ      |
| 7. γράφομεν    | 15. πνεῦμα    |
| 8. ἀποθνήσκετε |               |

C. Fill in the box below by giving the names for the Greek accent and breathing marks.

	MARK	NAME	USE
Accent Marks	´	_____	Accent
	`	_____	Accent
	ˆ	_____	Accent
Breathing Marks	ˆ	_____	For making an “h” sound in front of a word starting with a vowel or ρ
	˘	_____	For making no sound in front of a word starting with a vowel
	;	_____	For indicating a question

D. Fill in the blanks in the sentences below.

1. When you emphasize part of a word, this is called \_\_\_\_\_ that part of the word.
2. In Greek, breathing marks only go over vowels and the letter \_\_\_\_\_ when they start a word.
3. Write the Greek question mark: \_\_\_\_\_
4. The Greek question mark looks just like the English \_\_\_\_\_.



## Greek Alphabet IV: Quiz

**A.** Pronounce these Greek words out loud.

- |            |                 |
|------------|-----------------|
| 1. καρδία  | 6. αίμα         |
| 2. ἀπολύω  | 7. σώμα         |
| 3. ἄμαρτία | 8. πιστεύσω     |
| 4. νύξ     | 9. ἐτοιμάζουσιν |
| 5. ἀγαπῶ   | 10. ἔρχομαι     |

**B.** Complete the following exercises and questions.

1. Draw examples of the three Greek accent marks and give the English name for each.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Draw examples of the two Greek breathing marks and give the English names for each.

\_\_\_\_\_

\_\_\_\_\_

3. What does it mean to accent a word?

\_\_\_\_\_

4. How does an accent mark change the way you pronounce a word?

\_\_\_\_\_

5. What are the two breathing marks?

\_\_\_\_\_

\_\_\_\_\_

6. What does the Greek question mark look like?

\_\_\_\_\_

## Memory Page

Grammar Page • Worksheet • Quiz



## Chapter Verse

ἐν ἀρχῇ ἦν ὁ λόγος

en ar-CHEY EYN ho LO-gos

*(In the beginning was the Word—John 1:1)*

## Chant!

## Present-Tense Conjugation of λύω

	SINGULAR	PLURAL
1 <sup>st</sup> person	λύω	λύομεν
2 <sup>nd</sup> person	λύεις	λύετε
3 <sup>rd</sup> person	λύει	λύουσι

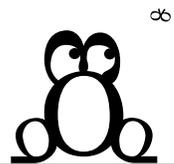


# Vocabulary

GREEK	ENGLISH
ἀκούω, ἀκούσω, ἤκουσα	I hear, I will hear, I heard
βάλλω, βαλῶ, ἔβαλον	I throw, I will throw, I threw
ἐσθίω, φάγομαι, ἔφαγον	I eat, I will eat, I ate
ἔχω, ἔξω, ἔσχον	I have, I will have, I had
λύω, λύσω, ἔλυσα	I loose/destroy, I will loose/destroy, I loosed/destroyed

# Pronunciation Guide\*

GREEK	ENGLISH PRONUNCIATION
ἀκούω, ἀκούσω, ἤκουσα	a-KOU-ō, a-KOU-sō, EY-kou-sa
βάλλω, βαλῶ, ἔβαλον	BAL-lō, BA-LŌ, E-ba-lon
ἐσθίω, φάγομαι, ἔφαγον	es-THI-ō, PHA-go-mai, E-pha-gon
ἔχω, ἔξω, ἔσχον	E-chō, HE-xō, ES-chon
λύω, λύσω, ἔλυσα	LU-ō, LU-sō, E-lu-sa



\*A pronunciation guide has been included for the first four chapters to help you as you continue to learn how to pronounce Greek. You should also listen to the audio CD that accompanies this book to hear the words being pronounced chapter by chapter.

## VERBS: ACTION WORDS

In this first chapter you will learn five verbs. Verbs are words that show action. For example, in the phrase “I throw the ball,” which word is the action word? Well, “throw” of course! The way we say “I throw” or “I am throwing” in Greek is βάλλω—so βάλλω is a verb, a Greek action word. Sometimes verbs can also show a “state of being,” but you will learn that later.

## GREEK: FEWER WORDS THAN ENGLISH BUT MANY WORD ENDINGS

We have a lot of words in English, but they rarely have different endings. For example, the verb “loose” stays the same whether we say “I loose,” “we loose,” or “they loose.” Sometimes we do add an ending, as when we say “he looses” or “we loosed.” In Greek, though, the verb for “loose/destroy” (λύω) changes its ending very often! You will learn the various endings that come with Greek verbs (and nouns) so you can know what they mean and how to translate them. To translate a Greek word means to write out (or tell) what a Greek word means in English. Now you know that Greek is a language of many endings but fewer words than English!

Look at the chart for the present-tense conjugation of λύω on page 32. It shows you a common verb in Greek (the verb “loose/destroy”) with all its present-tense endings—six endings in all. When we list a verb with all of its endings, that is called conjugating a verb.

You can also see that a Greek verb such as λύω actually contains two words in English. The word λύω means “I loose/destroy,” so it contains not only the word “loose/destroy” but also the word “I.” The ending of the verb (“ω” in this case) tells you that it is “I” who is doing the loosing. Words such as “I,” “you,” “he,” “she,” “it,” “we,” and “they” are all little words called pronouns\* that tell you who is doing the action of the verb. The ending of a Greek word tells you what pronoun to use! You will study these endings next week, so don’t fret too much about them now. The chart below, however, shows you how the verb endings change.

	SINGULAR	PLURAL
1 <sup>st</sup> person	λύω: <u>I</u> loose/destroy	λύομεν: <u>we</u> loose/destroy
2 <sup>nd</sup> person	λύεις: <u>you</u> loose/destroy	λύετε: <u>you all</u> loose/destroy
3 <sup>rd</sup> person	λύει: <u>he/she/it</u> looses/destroys	λύουσι: <u>they</u> loose/destroy

As you can see, each ending replaces a pronoun. Because of this, we don’t need to use pronouns nearly as often in Greek.

\*Pronouns are words that fill in for nouns. For example, instead of saying “Titus wins,” we could say “He wins.”

## A VERB IN THREE PARTS—THE THREE PRINCIPAL PARTS

If you look at the memory page (p. 33), you will see that each Greek verb has three different forms (λύω, λύσω, ἔλυσα). We call each form a principal part. Why do we call each form a principal part? Because each form is important since it shows us how to make other forms of the verb. By calling each form a “principal” part, we are saying that it is an important part to know. No need to worry about the other forms that come from these principal parts—you will learn those later in good time. Learning the principal parts now, however, will be fun and save you a lot of time later!

Here are the names for each of the three principal parts:

PRESENT	FUTURE	AORIST-PAST
λύω	λύσω	ἔλυσα
“I loose/destroy”	“I will loose/destroy”	“I loosed/destroyed”



## A. TRANSLATION

1. ἀκούω \_\_\_\_\_
2. ἔχω \_\_\_\_\_
3. ἐσθίω \_\_\_\_\_
4. βάλλω \_\_\_\_\_
5. λύω \_\_\_\_\_
6. ἐν ἀρχῇ ἦν ὁ λόγος \_\_\_\_\_
7. I throw \_\_\_\_\_
8. I eat \_\_\_\_\_
9. I loose/destroy \_\_\_\_\_
10. I have \_\_\_\_\_
11. I hear \_\_\_\_\_

## B. CHANT: Conjugate the verb λύω and finish labeling all the boxes.

	SINGULAR	_____
_____	λύω	_____
_____	_____	_____
3 <sup>rd</sup> person	λύει	λύουσι

**C. GRAMMAR**

1. In Greek, both \_\_\_\_\_ and \_\_\_\_\_ have endings.
2. Greek is a language of fewer \_\_\_\_\_ but many \_\_\_\_\_.
3. What kind of word names the action or state of being in a sentence? \_\_\_\_\_
4. To \_\_\_\_\_ a verb is to list it with all of its \_\_\_\_\_.

**D. DERIVATIVES**

1. Throw the \_\_\_\_\_ to me! (βάλλω)
2. \_\_\_\_\_ equipment is equipment for making and shaping sound. (ἀκούω)



## A. VOCABULARY

GREEK	ENGLISH
ἀκούω	_____
βάλλω	_____
ἐσθίω	_____
ἔχω	_____
λύω	_____

## B. CHANT: Conjugate the verb λύω and finish labeling all the boxes.

_____	λύω	_____
_____	λύεις	_____
_____	_____	_____

## C. GRAMMAR: Define the following words.

1. Conjugation

---



---

2. Verb

---



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Memory Page  
Grammar Page • Worksheet • Quiz

CHAPTER

02



## Chapter Verse

ἐν ἀρχῇ ἦν ὁ λόγος

en ar-CHEY EYN ho LO-gos

*(In the beginning was the Word—John 1:1)*

## Chant!

### Present-Tense Verb Endings

	SINGULAR	PLURAL
1 <sup>st</sup> person	-ω	-ομεν
2 <sup>nd</sup> person	-εις	-ετε
3 <sup>rd</sup> person	-ει	-ουσι



# Vocabulary

GREEK	ENGLISH
βλέπω, βλέψω, ἔβλεψα	I see, I will see, I saw
ἄγω, ἄξω, ἤγαγον	I lead, I will lead, I led
γράφω, γράψω, ἔγραψα	I write, I will write, I wrote
διδάσκω, διδάξω, ἐδίδαξα	I teach, I will teach, I taught
βαπτίζω, βαπτίσω, ἐβάπτισα	I baptize, I will baptize, I baptized
θεραπεύω, θεραπεύσω, ἐθεράπευσα	I heal, I will heal, I healed
λέγω, ἐρῶ, εἶπον	I say/speak, I will say/speak, I said/spoke
μένω, μενῶ, ἔμεινα	I remain, I will remain, I remained
πιστεύω, πιστεύσω, ἐπίστευσα	I believe, I will believe, I believed
σώζω, σώσω, ἔσωσα	I save, I will save, I saved

# Pronunciation Guide

GREEK	ENGLISH
βλέπω, βλέψω, ἔβλεψα	BLE-pō, BLE-psō, E-ble-psi
ἄγω, ἄξω, ἤγαγον	A-gō, A-xō, EY-ga-gon
γράφω, γράψω, ἔγραψα	GRA-phō, GRA-psō, E-gra-psi
διδάσκω, διδάξω, ἐδίδαξα	di-DA-skō, di-DA-xō, e-DI-da-xa
βαπτίζω, βαπτίσω, ἐβάπτισα	bap-TI-dzō, bap-TI-sō, e-BAP-ti-sa
θεραπεύω, θεραπεύσω, ἐθεράπευσα	ther-a-PEU-ō, ther-a-PEU-sō, e-the-RA-peu-sa
λέγω, ἐρῶ, εἶπον	LE-gō, eh-RŌ, EI-pon
μένω, μενῶ, ἔμεινα	ME-nō, me-NŌ, E-mei-na
πιστεύω, πιστεύσω, ἐπίστευσα	pi-STEU-ō, pi-STEU-sō, e-PI-steu-sa
σώζω, σώσω, ἔσωσα	SŌ-dzō, SŌ-sō, E-sō-sa

## PRESENT-TENSE VERB ENDINGS

	SINGULAR ENDINGS	PRONOUNS	PLURAL ENDINGS	PRONOUNS
1 <sup>st</sup> person	-ω	I	-ομεν	we
2 <sup>nd</sup> person	-εις	you	-ετε	you (all)
3 <sup>rd</sup> person	-ει	he/she/it	-ουσι	they

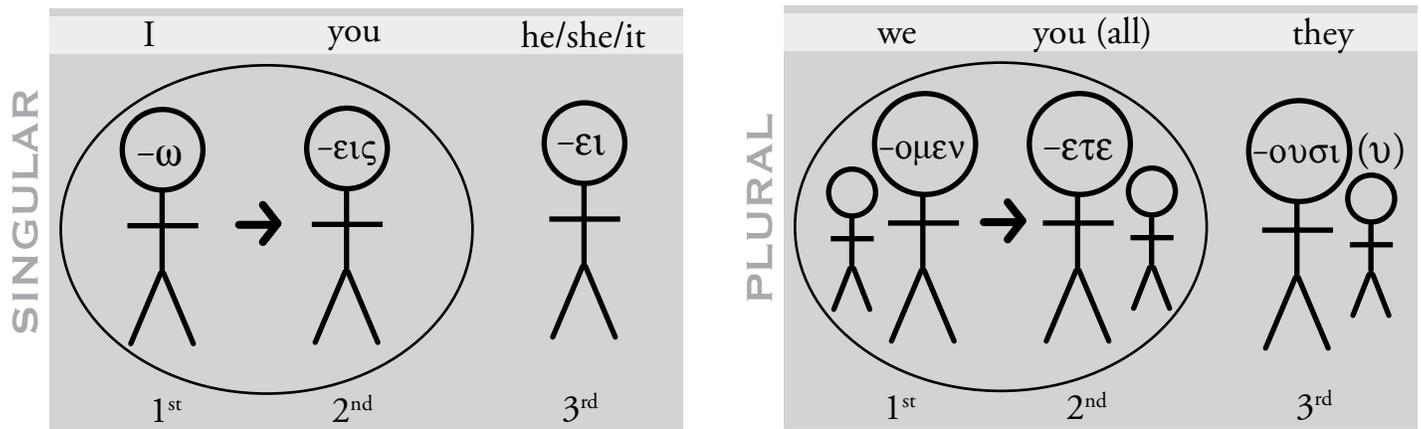
## NUMBER

Take a good look at the chart above. You will see a column that is labeled “singular endings” and another labeled “plural endings.” This means that all verb endings in the singular column tell us that just one person (a single person) is doing the action of the verb. If “I” see—well, I am just one person who is seeing. If you see, you are just one person too. If our friend John sees, he is just one person seeing. I, you, and he are “singular.” However, if you and I together see, then *we* are seeing and we aren’t singular anymore, we’re plural! If two of you (“you all”) are seeing, then you are plural. If our friends John and Susan are seeing, then *they* are seeing and they too are plural! When we speak of a Greek verb’s number, we are asking **how many people are doing the verb’s action**, and the answer is always either one person or several people, singular or plural.



## PERSON

So now we know what it means for a verb to have numbers. Greek verbs also have another trait, called person. Whereas a verb's number asks, "How many are doing the action?" a verb's person asks, "Who is doing the action of the verb?" We divide the kind of people who can do the action of a verb into three categories: first person, second person, and third person. The first person can be either "I" or "we" (singular and plural versions). The second person can be either "you" or "you all" (singular and plural). The third person can be either "he/she/it" or "they" (singular and plural). The drawing below may help you understand a verb's "person."



Now, by studying the chart at the top of the previous page (called "present-tense verb endings"), try to answer these questions: What is the first person, singular ending? If you answered  $\omega$ , you are correct. What is the second person, plural ending? Your answer should be  $\epsilon\tau\epsilon$ . What is the third person, singular ending? The answer is  $\epsilon\iota$ . In the next section, you will learn how to attach these endings to verbs—and conjugate them!



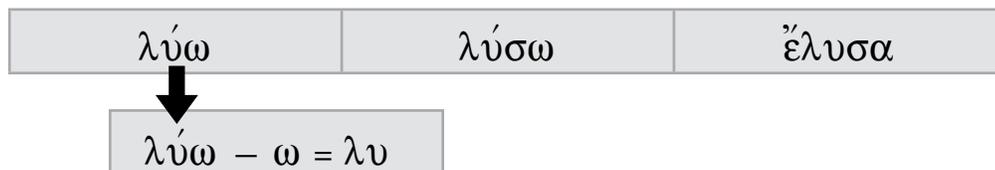
## CONJUGATING A VERB

When we put together all the different forms of a verb, we call it conjugating a verb. You have already seen one verb conjugated when you learned λύω, λύεις, λύει, λύομεν, λύετε, λύουσι in chapter 1.

	SINGULAR	PLURAL
1 <sup>st</sup> person	λύ <u>ω</u> : I loose/destroy	λύ <u>ομεν</u> : we loose/destroy
2 <sup>nd</sup> person	λύ <u>εις</u> : you loose/destroy	λύ <u>ετε</u> : you all loose/destroy
3 <sup>rd</sup> person	λύ <u>ει</u> : he/she/it looses/destroys	λύ <u>ουσι</u> (ν)*: they loose/destroy

Notice that the verb endings are all underlined (ω, εις, ει, ομεν, ετε, ουσι). These endings are simply added to λυ—which is the verb stem. How do we find the verb stem? It's easy. We go to the first principle part (λύω) and remove the ω leaving us with λυ.

Study the diagram below:



Let's try conjugating another verb—βάλλω, βαλῶ, ἔβαλον. The stem will be βάλλ once we take the ω off βάλλω. So our conjugation should look like this:

	SINGULAR	PLURAL
1 <sup>st</sup> person	βάλλ <u>ω</u> : I throw	βάλλ <u>ομεν</u> : we throw
2 <sup>nd</sup> person	βάλλ <u>εις</u> : you throw	βάλλ <u>ετε</u> : you all throw
3 <sup>rd</sup> person	βάλλ <u>ει</u> : he/she/it throws	βάλλ <u>ουσι</u> : they throw

In this conjugation, βάλλ is our verb stem and the endings once again are ω, εις, ει, ομεν, ετε, ουσι. We have listed the verb βάλλω with all its endings. We have conjugated βάλλω!

\*In the third person plural form (ουσι), sometimes there is a ν added (ουσιν). This is called a movable ν and works like the “n” in “an apple.” Usually this ν is added when the word following it begins with a vowel, but not always.

## A. TRANSLATION: *New and review vocabulary*

1. θεραπεύω \_\_\_\_\_
2. βλέπω \_\_\_\_\_
3. ἄγω \_\_\_\_\_
4. βάλλω \_\_\_\_\_
5. γράφω \_\_\_\_\_
6. διδάσκω \_\_\_\_\_
7. λέγω \_\_\_\_\_
8. μένω \_\_\_\_\_
9. σώζω \_\_\_\_\_
10. πιστεύω \_\_\_\_\_
11. ἐν ἀρχῇ ἦν ὁ λόγος \_\_\_\_\_

## B. CHANT: *Give the present-tense verb endings and label all the boxes.*

	SINGULAR	
1 <sup>st</sup> person	-ω	_____
_____	_____	-ΕΤΕ
_____	_____	_____

## C. GRAMMAR

1. The number of a verb answers the question “\_\_\_\_\_?”
2. Greek is a language of many \_\_\_\_\_ and fewer \_\_\_\_\_.
3. Write the ending that fits the description below:

DESCRIPTION	ENDING
1 <sup>st</sup> person singular	_____
3 <sup>rd</sup> person plural	_____
2 <sup>nd</sup> person singular	_____

4. To conjugate a verb is to list it with all of its \_\_\_\_\_.

## D. DERIVATIVES

1. Something that is therapeutic helps you to \_\_\_\_\_. (θεραπέω)
2. \_\_\_\_\_ is a sacrament in which Christians are sprinkled with or immersed in water. (βαπτίζω)
3. A \_\_\_\_\_ artist often uses a computer to create art. (γράφω)
4. Speaking with a **didactic** tone means to speak as if you were \_\_\_\_\_ a class of students. (διδάσκω)



## A. NEW VOCABULARY

GREEK	ENGLISH
βλέπω	_____
ἄγω	_____
γράφω	_____
διδάσκω	_____
βαπτίζω	_____
θεραπεύω	_____
λέγω	_____
μένω	_____
πιστεύω	_____
σώζω	_____

## B. REVIEW VOCABULARY

GREEK	ENGLISH
ἀκούω	_____
βάλλω	_____
ἐσθίω	_____
ἔχω	_____
λύω	_____

C. **CHANT:** Give the present-tense verb endings and label the boxes.

	SINGULAR	
1 <sup>st</sup> person	-ω	_____
_____		_____
_____	-ει	_____

D. **GRAMMAR:** Define the following terms.

1. Number

---



---



---

2. Person

---



---



---



## Memory Page

Grammar Page • Worksheet • Quiz



## Chapter Verse

ἐγὼ εἰμι ἡ ὁδὸς καὶ ἡ ἀλήθεια καὶ ἡ ζωὴ  
 e-GŌ ei-mi hey ho-dos kai hey a-LEY-thei-a kai hey dzō-EY  
 (I am the way and the truth and the life—John 14:6)

## Chant!

## First Declension (eta-pattern)

CASE	SINGULAR			PLURAL		
	Article	Greek	English	Article	Greek	English
Nominative	ἡ	φωνή	the voice	αἱ	φωναί	the voices
Genitive	τῆς	φωνῆς	of the voice	τῶν	φωνῶν	of the voices
Dative	τῇ	φωνῇ	to/for the voice	ταῖς	φωναῖς	to/for the voices
Accusative	τὴν	φωνήν	the voice	τάς	φωναάς	the voices

# Vocabulary

GREEK	ENGLISH (PRONUNCIATION)
ἀγάπη, ἡ	love (a-GA-pey, hey)
δικαιοσύνη, ἡ	righteousness, uprightness, justice (di-kai-ō-SU-ney, hey)
εἰρήνη, ἡ	peace (ei-REY-ney, hey)
κεφαλή, ἡ	head (ke-pha-LEY, hey)
φωνή, ἡ	voice, sound (phō-NEY, hey)
ψυχή, ἡ	soul (psu-CHEY, hey)
ζωή, ἡ	life (dzō-EY, hey)
γραφή, ἡ	writing (gra-PHEY, hey)
ἀδελφή, ἡ	sister (a-del-PHEY, hey)
δούλη, ἡ	slave (female) (DOU-ley, hey)
παιδίσκη, ἡ	servant (female) (pai-DI-skey, hey)
φίλη, ἡ	friend (female) (PHI-ley, hey)
ἀρχή, ἡ	beginning (ar-CHEY, hey)



## NOUN DECLENSIONS

Do you remember what a noun is from your English grammar class? Just in case you forgot, a **noun is a word that names a person, place, thing, or sometimes an idea**. Do you remember how in the previous chapter we found that verbs have all sorts of different endings? Well, nouns have a whole set of endings all their own. As we have learned, when we put together all of the different forms of a verb, we call it “**conjugating**” a verb (resulting in a **conjugation**), but when we do the same thing for a noun, we call it “**declining**” a noun (resulting in a **declension**).

Take a look at the declension of  $\phi\omega\nu\eta$  on page 48. Notice how, just as with verbs, the chart has two “columns” going up and down. Just like with verbs, the column on the left is for the singular forms of the noun (which means just one) and on the right are all the plural forms. No problem so far, right? We call the difference between singular and plural in nouns their “number,” just as we do for verbs.

In Greek, number is the only thing that both verbs and nouns have in common. Greek nouns have *gender* and the verbs don't. If you think about it, English nouns have gender too. In English, “boy” is a **masculine** noun and “girl” is a **feminine** noun, but “sound” is a **neuter** noun, meaning that it's not really either a “boy” or a “girl.” That's how English works. Most nouns in English are actually neuter—words such as sound, rock, word, love, etc. You would never say, “She was a beautiful sound,” because a sound isn't a “she.” You would say, “It was a beautiful sound,” because “sound” is neuter.

This may surprise you, but in Greek all sounds are feminine! In fact, all of the nouns from this week's vocabulary list are feminine, which means they are “girl-nouns.” (Don't worry, boys, we'll give you lots of masculine nouns in the next chapter.) Make sure to note that nouns ending in  $\eta$  (we call them “first declension” nouns) will almost always be feminine.



## THE WORD FOR “THE”: THE DEFINITE ARTICLE

Last of all, you should notice that each Greek word in the chant on page 48 has another Greek word right in front of it. This is called the **article** and it means “the.” In English we have two kinds of articles: the **definite article** (which is “the”) and the **indefinite article** (which is “a” or “an”). Sometimes these articles are called article adjectives, which we will learn more about later.

In English we use the definite article “the” and it never changes its spelling—it is always “the.” In Greek, the definite article changes its spelling to match the endings of the noun.

CASE	SINGULAR		PLURAL	
	Article	Noun	Article	Noun
Nominative	ἡ	φωνή	αἱ	φωναί
Genitive	τῆς	φωνῆς	τῶν	φωνῶν
Dative	τῇ	φωνῇ	ταῖς	φωναῖς
Accusative	τὴν	φωνήν	τάς	φωναίς

Do you see how each article matches the underlined ending of each noun? In the example of ἡ φωνή (“the voice” or “the sound”), the article and the noun ending are both η. In the example of τῆς φωνῆς, the article and the ending are both ῆς, except the article has a τ added to make it τῆς.

We will spend more time studying the noun endings and their mysterious **cases** (**nominative, genitive, dative, and accusative**) next week, so don’t worry about having them memorized now.



## A. TRANSLATION

- |                        |                       |
|------------------------|-----------------------|
| 1. ψυχή, ἡ _____       | 7. ἀγάπη, ἡ _____     |
| 2. γραφή, ἡ _____      | 8. εἰρήνη, ἡ _____    |
| 3. δούλη, ἡ _____      | 9. φωνή, ἡ _____      |
| 4. ζωή, ἡ _____        | 10. ἀδελφή, ἡ _____   |
| 5. κεφαλή, ἡ _____     | 11. φίλη, ἡ _____     |
| 6. δικαιοσύνη, ἡ _____ | 12. παιδίσκη, ἡ _____ |
| _____                  | 13. ἀρχή, ἡ _____     |

## B. CHANT: Fill in all the forms of ἡ φωνή in the chart below.

CASE	SINGULAR		PLURAL	
	Article	Noun	Article	Noun
Nominative	_____	_____	_____	_____
Genitive	_____	_____	_____	_____
Dative	_____	_____	_____	_____
Accusative	_____	_____	_____	_____

## C. GRAMMAR

- Singular and \_\_\_\_\_ are the two options for \_\_\_\_\_.
- “Person” answers the question, “\_\_\_\_\_?”
- Masculine, \_\_\_\_\_, and neuter are the three options for \_\_\_\_\_.

## D. DERIVATIVES

- A phonetic spelling is written exactly the way it \_\_\_\_\_. (φωνή)
- The name Irene means \_\_\_\_\_. (εἰρήνη)

## Α. NEW VOCABULARY



GREEK	ENGLISH
ἀγάπη, ἡ	_____
δικαιοσύνη, ἡ	_____
εἰρήνη, ἡ	_____
κεφαλή, ἡ	_____
φωνή, ἡ	_____
ψυχή, ἡ	_____
ζωή, ἡ	_____
γραφή, ἡ	_____
ἀδελφή, ἡ	_____
δούλη, ἡ	_____
παιδίσκη, ἡ	_____
φίλη, ἡ	_____
ἀρχή, ἡ	_____

## B. REVIEW VOCABULARY

GREEK	ENGLISH
διδάσκω	_____
βαπτίζω	_____
θεραπεύω	_____
λέγω	_____
μένω	_____

## C. CHANT: Complete the declension of ἡ φωνή with the English translations.

SINGULAR			PLURAL		
Article	Greek	English	Article	Greek	English
ἡ	φωνή	_____	αἱ	φωναί	the voices
τῆς	φωνῆς	of the voice	_____	_____	_____
_____	_____	to/for the voice	_____	_____	to/for the voices
_____	_____	the voice	τάς	φωνάς	the voices

## D. GRAMMAR: Define the following terms.

1. Noun: \_\_\_\_\_

\_\_\_\_\_

2. Declension: \_\_\_\_\_

\_\_\_\_\_

3. What question does the “number” of a noun answer? \_\_\_\_\_

\_\_\_\_\_



## Chapter Verse

ἐγὼ εἰμι ἡ ὁδὸς καὶ ἡ ἀλήθεια καὶ ἡ ζωὴ  
e-GŌ ei-mi hey ho-dos kai hey a-LEY-thei-a kai hey dzō-EY  
(*I am the way and the truth and the life—John 14:6*)

## Chant!

### Declension of ἡ καρδιά

CASE	SINGULAR			PLURAL		
	Article	Greek	English	Article	Greek	English
Nominative	ἡ	καρδιά	the heart	αἱ	καρδίαι	the hearts
Genitive	τῆς	καρδίας	of the heart	τῶν	καρδιῶν	of the hearts
Dative	τῇ	καρδίᾳ	to/for the heart	ταῖς	καρδίαις	to/for the hearts
Accusative	τὴν	καρδίαν	the heart	τὰς	καρδίας	the hearts

## First Declension Endings (eta-pattern):

CASE	SINGULAR	PLURAL
Nominative	-η	-αι
Genitive	-ης	-ων
Dative	-ῃ	-αῖς
Accusative	-ην	-ας

## First Declension Endings (alpha-pattern):

CASE	SINGULAR	PLURAL
Nominative	-α	-αι
Genitive	-ας	-ων
Dative	-ᾱ	-αῖς
Accusative	-αν	-ας

## Vocabulary

GREEK	ENGLISH (PRONUNCIATION)
ἀλήθεια, ἡ	truth (a-LEY-thei-a)
καρδία, ἡ	heart (kar-DI-ah)
σοφία, ἡ	wisdom (so-PHI-ah)
χαρά, ἡ	joy (cha-RA)
κυρία, ἡ	mistress, lady, female master (ku-RI-a)
δόξα, ἡ	glory, fame (DO-xa)
ἐκκλησία, ἡ	church (ek-kley-SI-a)
βασιλεία, ἡ	kingdom (ba-si-LEI-a)
ἡμέρα, ἡ	day (hey-ME-rah)
οἰκία, ἡ	house, home, household (oi-KI-a)
ὥρα, ἡ	hour (HÖ-ra)

## CASE

OK, so you did the lesson last week and thought there was just one chant for the first declension. Well, not quite. Last week we learned about the **eta-pattern** nouns in the first declension. But there is another group of first declension nouns called **alpha-pattern** nouns. These both belong to the first declension, but they're a little bit different. The alpha-pattern noun is kind of like the eta-pattern's sister. They look alike, but they're still different.

Look at the two charts of endings on the previous page. Notice that they are only different in the singular column. In the alpha-pattern pattern, the first letter of the ending is  $\alpha$  (alpha); in the eta-pattern the first letter of the ending is  $\eta$  (eta)! That's all there is to it.

Last week you also learned about gender and number, two characteristics of a noun that are very important to remember. This week you're going to learn about the last characteristic of a noun, **case**. **Case helps us in figuring out how the noun is used in a sentence.** In Greek, case tells us how the noun relates to the other words around it. Nouns in English don't have case.

Looking at the chart on the previous page, we see the "cases" in the left-hand column. The names of the cases need to be remembered along with the endings of the nouns. To help us memorize the names of the cases, you will use a **mnemonic** tool. "Mnemonic" simply means made to aid memory. The tool you will use to help you with this memory job is called an "**acrostic**." An acrostic is made by taking the first letter of each listed word and creating a saying or sentence from them. You could come up with your own, but this one is easy to remember:

NEVER GIVE DAVID APPLES"

The *N* in "never" stands for "nominative." The *G* in "give" stands for "genitive," and so on. We will discuss the uses of the specific cases in a later chapter, so don't worry about what they mean.

Once you memorize this device, you will be able to recall just what we're asking for when we talk about first declension nouns. For instance, what is the first declension, nominative, plural ending? If you go to the chart, you can follow the nominative row over to the plural column and find the ending " $-\alpha\iota$ ." Now find the first declension, accusative, plural ending. You should see that the ending is " $-\alpha\varsigma$ ." Practice consulting the chart to find the proper Greek endings. It will come in very handy!

## A. TRANSLATION: *New and review vocabulary*

- |                     |                        |
|---------------------|------------------------|
| 1. μένω _____       | 8. κυρία, ἡ _____      |
| 2. θεραπεύω _____   | _____                  |
| 3. καρδία, ἡ _____  | 9. βλέπω _____         |
| 4. λέγω _____       | 10. γράφω _____        |
| 5. σοφία, ἡ _____   | 11. ἐν ἀρχῇ ἦν ὁ λόγος |
| 6. ἀλήθεια, ἡ _____ | _____                  |
| 7. χαρά, ἡ _____    |                        |

## B. CHANT: *Fill in all the missing forms of ἡ καρδία in the chart below.*

CASE	SINGULAR			PLURAL		
	Article	Greek	English	Article	Greek	English
Nominative	ἡ	καρδία	the heart	αἱ	καρδίαι	the hearts
Genitive	_____	_____	of the heart	_____	_____	of the hearts
Dative	_____	_____	to/for the heart	_____	_____	to/for the hearts
Accusative	_____	_____	the heart	_____	_____	the hearts

## C. GRAMMAR

1. What does the case of a noun tell us?

---

2. What are the options for case?

---

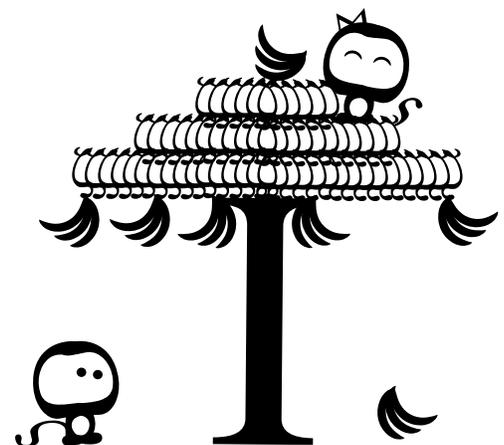
3. Give the present-tense verb endings.

---

## D. DERIVATIVES

1. A philosopher is someone who loves \_\_\_\_\_ . (σοφία)

2. A cardiac surgeon operates on the \_\_\_\_\_ of a person. (καρδία)



## A. NEW VOCABULARY

GREEK	ENGLISH
ἀλήθεια, ἡ	_____
καρδία, ἡ	_____
σοφία, ἡ	_____
χαρά, ἡ	_____
κυρία, ἡ	_____

## B. REVIEW VOCABULARY

GREEK	ENGLISH
ἀγάπη, ἡ	_____
δικαιοσύνη, ἡ	_____
εἰρήνη, ἡ	_____
κεφαλή, ἡ	_____
φωνή, ἡ	_____



**C. CHANT:** Give the first declension eta-pattern noun endings.

CASE	SINGULAR	PLURAL
Nominative	-η	_____
Genitive	_____	_____
Dative	_____	_____
Accusative	_____	_____

**D. CHANT:** Give the first declension alpha-pattern noun endings.

CASE	SINGULAR	PLURAL
Nominative	-α	_____
Genitive	_____	_____
Dative	_____	_____
Accusative	_____	_____

**E. GRAMMAR:** Answer the following questions.

1. What does case help us figure out?

---



---

2. What is the acrostic for remembering the Greek cases?

---



---

# Review

## Chapters 1, 2, 3, and 4

Now that you have learned almost forty Greek words, it is time to review them to make sure you won't forget them. Remember to practice reciting these words for five to ten minutes every day. Try to give the English words for each Greek word on the list. For each word that you miss, color in the circle next to that word. Then work really hard on those "marked" words until you have mastered them! If you want to, write the English words by the Greek words. Remember to chant or sing the words several times a day. Review this list at least once every day this week. If you have the chant CD, chant along with the children on the CD.

### CHAPTER 1

- ἀκούω \_\_\_\_\_
- βάλλω \_\_\_\_\_
- ἐσθίω \_\_\_\_\_
- ἔχω \_\_\_\_\_
- λύω \_\_\_\_\_

### CHAPTER 2

- βλέπω \_\_\_\_\_
- α γω \_\_\_\_\_
- γράφω \_\_\_\_\_
- διδάσκω \_\_\_\_\_
- βαπτίζω \_\_\_\_\_
- θεραπεύω \_\_\_\_\_
- λέγω \_\_\_\_\_
- μένω \_\_\_\_\_
- πιστεύω \_\_\_\_\_
- σώζω \_\_\_\_\_

CHAPTER 3

- ἀγάπη, ἡ \_\_\_\_\_
- δικαιοσύνη, ἡ \_\_\_\_\_  
\_\_\_\_\_
- εἰρήνη, ἡ \_\_\_\_\_
- κεφαλή, ἡ \_\_\_\_\_
- φωνή, ἡ \_\_\_\_\_
- ψυχή, ἡ \_\_\_\_\_
- ζωή, ἡ \_\_\_\_\_
- γραφή, ἡ \_\_\_\_\_
- ἀδελφία, ἡ \_\_\_\_\_
- δούλη, ἡ \_\_\_\_\_
- παιδίσκη, ἡ \_\_\_\_\_
- φίλη, ἡ \_\_\_\_\_
- ἀρχή, ἡ \_\_\_\_\_

CHAPTER 4

- ἀλήθεια, ἡ \_\_\_\_\_
- καρδία, ἡ \_\_\_\_\_
- σοφία, ἡ \_\_\_\_\_
- χαρά, ἡ \_\_\_\_\_
- κυρία, ἡ \_\_\_\_\_  
\_\_\_\_\_
- δόξα, ἡ \_\_\_\_\_
- ἐκκλησία, ἡ \_\_\_\_\_
- βασιλεία, ἡ \_\_\_\_\_
- ἡμέρα, ἡ \_\_\_\_\_
- οἰκία, ἡ \_\_\_\_\_
- ὥρα, ἡ \_\_\_\_\_



# Derivative Study

Derivatives are English words that come from other languages, such as Greek. For example, the word “ball” is an English word that comes from the Greek word βάλλω (which means “I throw”). The word “acoustics” (a branch of physics dealing with sound) is an English derivative that comes from the Greek word ἀκούω (“I hear”). During this review week, you will study more derivatives that will help you learn Greek words better and learn some more about English, too! Study the lists below to learn some interesting English derivatives. Look up in a good dictionary the English words you don’t know.

## CHAPTER 1

ἀκούω ..... acoustics

βάλλω ..... ball, bullet, ballistics, ballistic (e.g., “ballistic missile”), ballet

λύω ..... analyze, analysis, paralyze, paralysis (“lysis” and “lyze” refer to a weakening, dissolution, a kind of “loosening”)

## CHAPTER 2

ἄγω ..... synagogue (συν = together with, with), agent, agency\* (the Latin word *ago*, *agere* comes from ἄγω and means much the same thing)

γράφω ..... graph, graphic, photograph, photography, graphite, graffiti, pictograph, orthography, cryptography

διδάσκω ..... didactic

βαπτίζω ..... baptize, Baptist, baptism, pedobaptist

θεραπεύω .... therapeutic, therapy (that which heals)

λέγω ..... dialogue, monologue, prologue (a “before” word), epilogue (an “after” word)

μένω ..... remain\*

πιστεύω ..... pistic

σώζω ..... soteriology (from σωτήρ: savior) (the study of salvation)

\*The words “agent,” “agency,” and “remain” come into English through some Latin words that are “cousins” (cognates) to the Greek words listed.

## CHAPTER 3

εἰρήνη, ἡ ..... irenic, Irene

κεφαλή, ἡ ..... cephalic, hydrocephalus (having abnormal amounts of fluids within the skull; “hydro” = water)

φωνή, ἡ ..... phonic, telephone, phonics, phonetic, phonetics

ψυχή, ἡ ..... psyche, psychology, psychological, psychic

ζωή, ἡ ..... zoo, zoology, zoologist, Zoe, zoetrope

γραφή, ἡ ..... graphic, biography, autograph, autobiography

ἀδελφή, ἡ ..... Philadelphia (φίλη + ἀδελφή) (city of “brotherly love”)

ἀρχή, ἡ ..... archetype

παιδίσκη, ἡ .... pedagogy (art of teaching children), pediatrician  
(doctor for children)

φίλη, ἡ ..... Philadelphia (φίλη + ἀδελφή) (city of “brotherly love”)

## CHAPTER 4

ἀλήθεια, ἡ ..... Alice, Alethea

καρδία, ἡ ..... cardiology, cardiologist, cardiac, cardiac arrest, cardiogram

σοφία, ἡ ..... Sophia, sophomore (σοφία + μωρός = wise + foolish), philosophy,  
sophisticated, sophist, sophistry

χαρά, ἡ ..... Cara

ἐκκλησία, ἡ ... ecclesiastical, the book of Ecclesiastes

δόξα, ἡ ..... doxology

βασιλεία, ἡ ... basilica (royal palace, courtroom, public hall)

ἡμέρα, ἡ ..... ephemeral (ἐπί + ἡμέρα) (“for a day”)

οἰκία, ἡ ..... economy, economical

ώρα, ἡ ..... hour, hourly\*



\*The words “hour” and “hourly” come into English through the Latin cognate *hora*, which also means “hour.”

# Conversational Greek

Here are some more Greek phrases that you can use in the classroom and with your friends.

GREEK	ENGLISH
καλημέρα	Good morning
καλησπέρα	Good afternoon
χαίρε	Hello (literally, be happy!) to one person (χαίρετε to more than one person)
ἔρρωσο	Good-bye to one person (ἔρρωσθε to more than one person)
πῶς εἶ;	“How are you?” (to one person)
πῶς ἔστε;	“How are you?” (to more than one person)
καλῶς	Well
κακῶς	Badly
ὄνομά σου τί ἐστίν;	What is the name of you?
_____ ἐστὶν τὸ ὄνομά μοι.	_____ is the name for me. (My name is _____).
καθίσατε	Sit down (command to more than one person)
ἀνάστητε	Stand up (command to more than one person)
γράψον	Write (command to one person)
γράψατε	Write (command to more than one person)
ἄκουσον	Listen (command to one person)
ἀκούσατε	Listen (command to more than one person)

## Working with Derivatives

Did you know that in some English dictionaries (usually thick ones) you can find Greek words as part of the definition for English words? Here is an example from *Merriam-Webster's Collegiate Dictionary*, using the word “ball”:

**Ball** (bol) *n.* [Fr *bal* < OFr *baller*, to dance < LL *ballere* < Gr *ballein*, to throw (with sense of *ballizein*, to dance, jump about . . .)] 1. a formal social dance 2. [Slang] an enjoyable time or experience

The “Fr” means “French” and the “OFr” means “Old French.” The “LL” means “Late Latin” and the “Gr” is an abbreviation for . . . “Greek”! You can see that *ballet* is a form of dance in which you very gracefully throw your body about!

Note that there is another definition for the kind of “ball” that you throw, but it is based on a Latin word (*follis* or *folliculus*) that means an inflated leather bag (or bladder!).

Now choose two Greek derivatives from the derivative lists on pages 64 and 65 and look them up. Try to find them in a good dictionary that has Greek roots (your teacher or parent can help you). Can you see how the dictionary gives you the Greek root? List the derivatives you looked up below:

1. English Derivative: \_\_\_\_\_ Greek Root: \_\_\_\_\_

2. English Derivative: \_\_\_\_\_ Greek Root: \_\_\_\_\_

Try writing a sentence that uses at least two derivatives that you have learned. Underline the derivative and put the Latin root in parentheses right after it.

Here is an example:

Zoe (ζωή) enjoyed reading the biography (γρoαφή) of a famous archeologist (ἀρχή).

Now write your sentence:

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**Modern Greek**

(Since AD 1453): Modern Greek is spoken in Greece, of course, but also in Cyprus and parts of Albania, Macedonia, Bulgaria, Italy, Turkey, Armenia, Georgia, Ukraine, Russia, Moldova, and Egypt! There are many emigrant communities that speak Greek in many other countries as well. Approximately 15–25 million people speak Greek today. It has changed a good bit from ancient Greek, but the similarities are very obvious. Two dialects of modern Greek have existed in some tension—Demotic (popular, common) and Katharevousa (Greek purged of most words from other languages). The official language of Greece and Cyprus is Standard Modern Greek, based on the Demotic dialect.

**English:** About 20 percent of our English words come from Greek roots—especially scientific, medical and technical terms. The word “technical” comes from the Greek word τέχνη (art, skill, regular method of making a thing).

# The Greek Family Tree

Study the Greek family tree and see where Greek came from! The oldest language is listed on the bottom of the tree and our language (English) is one of the branches growing off the tree.

**Medieval Greek** (AD 330 to 1453): Koine Greek continued as the popular spoken language during the early medieval period, but it evolved as some tried to imitate the writing style of the more formal Attic Greek of the past. Latin, too, had some influence on Greek. Many Latin words dealing with government, politics, and public life were taken right into the Greek language. Medieval Greek is also called Byzantine Greek because it developed and was spoken in the Byzantine Empire until its conquest in 1453 by the Ottoman Turks.

**Koine Greek** (also called Hellenistic Greek; 330 BC to AD 330): Attic Greek evolved into the common Greek of commerce and everyday living that we know as Koine (“common”) Greek. The New Testament was written in Koine Greek, but was also greatly influenced by the Greek translation of the Old Testament known as the Septuagint.

**Ancient Greek** (1000 to 330 BC): Ancient Greek was made up of several dialects, including Doric, Aeolic, and Ionic. From Ionic Greek came Attic Greek, the Greek of the Athenians. Athenian or Attic Greek became the dominant dialect due to the success and influence of Athens, and its many great writers. After Athens was conquered by the Macedonians, Attic Greek remained dominant and was spread throughout the East by Alexander the Great.

**Mycenean Greek/Linear B** (1600 to 1000 BC): Mycenaean Greek was spoken on the island of Crete and the Greek peninsula. No prose or poetry of Mycenaean Greek remain, just lists and inventories. It was undeciphered until Michael Ventris “cracked the code” in 1952.

**Proto-Greek** (2000 BC): An ancient language from which all varieties of Greek came. Scholars think people in the Balkans spoke Proto-Greek around 2000 BC and migrated to the Greek peninsula by about 1700 BC.

**Proto-Indo-European Language:** Spoken through most of Europe and parts of India as far back as 5,000 years before Christ (5000 BC).

