

**COURSE  
GUIDE**

**CRS215  
GREEK GRAMMAR**

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© 2022 by NOUN Press  
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Printed 2022

ISBN: 978- 978-058-589-7

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## **Introduction**

CRS215: Greek Grammar is a one-semester 3-credit unit course. The course is available toward the award of first degree in Christian Theology. The course material can also be useful for students in other levels of Christian Theology. Besides, those who wish to broaden their knowledge on religious ideas, especially the role on biblical languages in the understanding of the New Testament can find this course material beneficial.

This course is made up of 22 units. It will begin from the development of Greek as the lingua franca of the Mediterranean world, to the alphabets and the simple grammar to the level of the inception of translation. It will highlight the different nuances of the verbs, the nouns and the various moods in the Greek language. It will also focus on the significance of the moods in translations.

The Course Guide tells you briefly what the course is about, what you are expected to know in each unit, what course materials you will be using and how you can work your way through the materials. It also emphasizes the need for Tutor – Marked Assignments (TMAs). Detailed information on TMAs is found in a separate file, which will be sent to you later. There are periodic tutorial classes that are linked to this course.

### **What You Will Learn in this Course**

The overall aim of CRS215 is to help you develop a systematic growth in the use of biblical Greek so that you can get to the level where you can access the original language and do your translation/interpretation without recourse to any existing translation of the New Testament. This will help you in your personal Bible study, sermon preparation and the development of study guide for use in the Church.

### **Course Aims**

The aim of this course is to help you discover the importance of language in the understanding of the New Testament literature since the New Testament was originally written in the Koine Greek. This will be achieved by:

- Introducing you to the history and development of Koine Greek
- Learning the Greek alphabets, pronunciations and clusters
- Giving you the distinctive traits of Greek verbs in terms of tense, mood, number, person and the voice (active or passive)
- Giving you the distinctive traits of Greek nouns in terms of number, person and gender.
- Giving you tips of translation process so that you can begin to translate from small units of sentences.

- Giving you various Greek vocabularies that occur commonly in the Bible and the various shades of meaning they possess.
- Introducing you to biblical exegesis through translation and interpretation of actual Bible texts.

## **Course Objectives**

To achieve the aims set out above, there are set overall objectives. Besides, each unit has its specific objectives. The unit objectives would be included in the beginning of each unit. You should read them before you start working through the unit. It is advisable that you refer to them during your study of the unit to check on your progress. At the end of every unit, you should also revise the unit objectives. In this way you can be sure that you have done all you are expected to do in the unit.

Listed below are the broader objectives of this course. It is expected that by meeting these objectives, the overall aims of the course must have been achieved. At the end of this course, you should be able to:

- Discuss the development of Koine Greek as the lingua franca of Palestine.
- List and name all Greek alphabets
- Parse any given Greek verb.
- Decline any given Greek noun.
- Explain the differences between the active and the passive voice in Greek.
- Explain the Middle voice in the Greek language.
- Explain the use of the personal pronoun in the Greek language.
- Explain the differences between aspect and tense in English and Greek languages.

## **Working through this Course**

To complete this course, you are required to read the study units, read the recommended books and the other materials provided by the National Open University (NOUN). Each unit contains self-assessment exercises, and at points during the course you are required to submit assignments for assessment purposes. At the end of this course there is a final examination. Below you will find listed all the components of the course and what you have to do.

## **Course Materials**

Major components of the course are:

1. Course Guide
2. Study Units
3. Textbooks
4. Assignments file
5. Presentation schedule

You must obtain these materials. You may contact your tutor if you have problems in obtaining the text materials.

### Study Units

There are twenty-two study units in this course. They are listed as follows:

#### **Module 1**

- Unit 1 General Introduction to the Study of New Testament Greek
- Unit 2 The Alphabets and Preliminary Matters
- Unit 3 The Syllables and Accents
- Unit 4 Verbs: Present Active Indicative
- Unit 5 Nouns of the Second Declension
- Unit 6 Nouns of the First Declension
- Unit 7 The Adjectives of the First and Second Declension

#### **Module 2**

- Unit 1 Prepositions
- Unit 2 Present Passive Indicative
- Unit 3 Present Middle Indicative
- Unit 4 Personal Pronouns
- Unit 5 Demonstrative Pronouns
- Unit 6 Deponent Verbs and Present Infinitives
- Unit 7 Imperfect Active Indicative

#### **Module 3**

- Unit 1 Imperfect Middle and Passive Indicative
- Unit 2 Future Active and Middle Indicative
- Unit 3 First Aorist Active and Middle Indicative
- Unit 4 Second Aorist Active and Middle Indicative

|        |   |
|--------|---|
| Unit 5 | Aorist Passive Indicative and Future Passive Indicative |
| Unit 6 | Third Declension: Liquid, Mute and Syncopated Stems     |
| Unit 7 | Third Declension: Vowel Stem Nouns                      |
| Unit 8 | Third Declension: Neuter Nouns                          |

Each unit contains a number of self-tests. In general, these self-tests question you on the material you have just covered or require you to apply the material in some ways, and thereby, help you to gauge your progress and to reinforce your understanding of the material. Together with your tutor marked assignments, these exercises will assist you in achieving the stated learning objectives of the individual units and of the course.

### **Textbooks and References**

These textbooks are recommended for your study in this course:

Adewale, 'Biyi and E. Ojo (2000). *Mastering the Greek New Testament*, Oyo: Multicrown Publishers.

Aland, B., K. Aland, J. Karavidopoulos, C. M. Martini and B. M. Metzger (eds.) (1993). *The Greek New Testament*, 4<sup>th</sup> ed. Germany: United Bible Societies.

Aland, B., K. Aland, J. Karavidopoulos, C. M. Martini and B. M. Metzger (eds.) (1993). *Novum Testamentum*, Nestle-Aland 28<sup>th</sup> ed. Germany: United Bible Societies.

Mounce, Williams D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan.

Summers, Ray (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

Books are however very scarce in the area of languages however some websites can give you assistance in seeing what the original manuscripts look like and not a full study. For these sites see the following:

[www.bible.org](http://www.bible.org)

[www.religion-online.org](http://www.religion-online.org)

[www.biblestudies.org](http://www.biblestudies.org)

### **Presentation Schedule**

The “presentation schedule” included in your course materials gives you the important dates for the completion of your tutor marked assignments and attending tutorials. Remember, you are required to submit all your assignment as and when due.

### **Assessment**

There are two aspects to the assessment of this course. First are the tutor marked assignments; second, there is a written examination. While working on your assignments, you are expected to apply information and knowledge acquired during this course. The assignments must be submitted to your tutor for formal assessment in accordance with the deadlines stated in the assignment file. The work you submit to your tutor for assessment will count for 30% of your total course mark. At the end of the course, you will need to sit for a final three-hour examination. This will also count for 70% of your total course mark.

### **Tutor-Marked Assignment**

There are fifteen tutor assignments in this course. You need to submit all the assignments. The best three (that is, the three with the highest grades of fifteen assignments) will be counted. The total mark of the best three will be 30% of your total course mark.

Assignments for the units in this course are contained in the Assignment File. You should be able to complete your assignments from the information and materials contained in your set textbooks, reading and study units. However, you are advised to use other references to broaden your viewpoint and provide a deeper understanding of the subject.

### **Final Examination and Grading**

The examination will consist of questions you will come across in tutor marked assignments. You are therefore advised to revise the entire course after studying the last unit before you sit for the examination.

### **Course Marking Scheme**

The table below gives a breakdown of the course mark:

|                   |  |
|-------------------|--|
| Assessments       | Three assignments, best three marks of the assignments count for 30% of course marks |
| Final examination | The final examination counts for 70% of overall marks                                |
| Total             | 100% of course marks   |

Table 1: Course Marking Scheme

Course Overview

This table brings together the units, the number of works you should take to complete.

| Unit | Title of Work  | Weekly Activity | Assessment (End of Unit) |
|------|--|-----------------|--------------------------|
|      | Course Guide   | 1               |                          |
|      | <b>Module 1</b>  | 2               |                          |
| 1    | General Introduction to the Study of New Testament Greek | 3               |                          |
| 2    | The Alphabets and Preliminary Matters                    | 4               | Assignment 1             |
| 3    | The Syllables and Accents                                | 5               |                          |
| 4    | Verbs: Present Active Indicative                         | 6               |                          |
| 5    | Nouns of the Second Declension                           | 7               | Assignment 2             |
| 6    | Nouns of the First Declension                            | 8               |                          |
| 7    | The Adjectives of the First and Second Declension        | 9               |                          |
|      | <b>Module 2</b>  |                 |                          |
| 1    | Prepositions   | 10              |                          |
| 2    | Present Passive Indicative                               | 11              | Assignment 3             |
| 3    | Present Middle Indicative                                | 12              |                          |
| 4    | Personal Pronouns  | 13              |                          |
| 5    | Demonstrative Pronouns                                   | 14              | Assignment 4             |
| 6    | Deponent Verbs and Present Infinitives                   | 15              |                          |
| 7    | Imperfect Active Indicative                              | 16              |                          |
|      | <b>Module 3</b>  |                 |                          |
| 1    | Imperfect Middle and Passive Indicative                  | 17              | Assignment 5             |
| 2    | Future Active and Middle Indicative                      | 18              |                          |
| 3    | First Aorist Active and Middle Indicative                | 19              |                          |
| 4    | Second Aorist Active and Middle Indicative               | 20              | Assignment 6             |
| 5    | Aorist Passive Indicative and Future Passive Indicative  | 21              |                          |
| 6    | Third Declension: Liquid, Mute and Syncopated Stems      | 22              |                          |
| 7    | Third Declension: Vowel Stem Nouns                       | 23              | Assignment 7             |
| 8    | Third Declension: Neuter Nouns                           | 24              |                          |
|      | Revision   | 25              |                          |
|      | Revision   | 26              |                          |
|      | Examination  |                 |                          |

Table 2: Course Overview

### **How to Get the Best from this Course**

In distance learning the study units replace the university Lecturer. This is one of the great advantages of the distance learning system. You can read and work through specially designed study materials at your own pace.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Following this is a set of learning objectives. These objectives enable you know what you should be able to do by the time you have completed the unit. The objectives should guide your study. After studying the units must cross check whether you have achieved the objectives. If you adhere strictly to this art of checking whether the objective is achieved or not, you will definitely improve your chances of passing the course.

The main body of the unit guides you through the required reading from other sources. This will usually be either from your set books or from a “Reading” section. Whenever you need help, don’t hesitate to call and ask your tutor to provide it.

1. Read through this Course Guide thoroughly.
2. Plan your study schedule. You should refer to the ‘course overview’ for more details. Find out the time you are expected to spend on each unit and when and how to turn in your assignments.
3. Stick to your study schedule. Don’t allow anything to get you distracted from your study schedule.
4. Turn to Unit 1 and read the introduction and objectives for the unit.
5. Gather the study material you need. All you need or a unit is given in the ‘Overview’ at the beginning of each unit. The study unit you are working on and one of your set books should be on your desk at the same time.
6. Work through the unit. The content of the unit has been arranged in a sequential order. Instructions would be given on where to read from your set books or other articles. Use the unit to guide your reading.
7. Review the objectives for each study unit to confirm you have achieved them.
8. Don’t proceed to the next unit, until you are sure you have achieved the objectives of the unit you are working on.
9. Don’t wait until your assignment is returned before working on the next unit. Keep to your schedule.

10. When you complete the last unit, you can be preparing for exams. Be sure that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in this Course Guide).

### **Facilitators/Tutors and Tutorials**

There are 8 hours of tutorials provided in support of this course. The dates, times and location of these tutorials, together with the name and phone number of your tutor will be communicated to you. This will be done as you are allocated to a tutorial group.

Your tutor will mark and comment on your assignments, keep a close watch on your progress and on any difficulties you might encounter and provide assistance to you during the course. You must mail your tutor marked assignments to your tutor well before the due date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible. Do not hesitate to contact our tutor by telephone, e-mail or discussion board if you need help. The following might be the circumstances in which you will find help necessary.

Contact your tutor if:

- a. You do not understand any part of the study units or the assigned readings.
- b. You have difficulty with the self-tests or exercises, and
- c. You have a question or problem with an assignment, with your tutor's comment on an assignment or with the grading of an assignment.

You should try your best to attend the tutorials. This is the only chance to interact with your tutor by asking questions which are answered instantly. You can raise any problem encountered in the course of your study. To maximize the benefits of the course tutorials, it is advisable that you prepare a question list before attending them. When you participate in the discussions your intellectually life will be deeply enriched.

### **Summary**

CRS215 exposes you to the background history and development of Koine Greek as the lingua franca of the Palestinian world. It will also lead you to a working knowledge of the language and the ability to consult the original language of the Bible thereby enriching your knowledge of the Bible. On successful completion of this course, you will be able to answer questions such as:

1. What is Koine Greek?
2. How do you pronounce a Greek letter and word?
3. What are the differences between the Greek noun and the English noun?
4. What are the differences between the Greek verb and the English verb?

5. What is the significance of the middle voice in Greek language?
6. How would you translate a word in the middle voice?
7. What are the functions of the article in the Greek language?
8. What is a dieresis?
9. What do you understand by the indicative mood?
10. What to you identify when parsing a verb?
11. What to you identify when declining a noun?

The questions you will be able to answer should not be limited to the ones above. Greek Grammar is a course you will find interesting and stimulating. You also have to note that this is a foundational course and is a prerequisite for CRS216-Greek Syntax. If you do not understand this course, it would be difficult for you to cope with CRS216.



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## **Module 1**

- Unit 1: Introduction to the Study of New Testament Greek
- Unit 2: The Alphabets
- Unit 3: The Syllables and Accents
- Unit 4: Verbs: Present Active Indicative
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### **Unit 1: General Introduction to the Study of New Testament Greek**

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  - 3.1 The Coming of the Greek Language
  - 3.2 The Five Keys to Mastering New Testament Greek
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    - 3.2.2 Practice Exercises
    - 3.2.3 Devoting Time
    - 3.2.4 Using a Study Partner
    - 3.2.5 Using a Consistent Study Method
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

#### **1.0 Introduction**

Welcome to the study of the Greek language. In this unit you would be introduced to the history of the Greek language which will tell you how Greek language became the language of the Mediterranean World and of the New Testament. This is interesting to know because the language of the Old Testament was the Hebrew language (the language of the Jews, which would be learnt in the third year of your course because it is a little bit more complex than the Greek language). You will also in this unit be introduced to some study methods that are particularly suited to the study of this language. While welcoming you to this course, I promise you a difficult but an exciting time in the course of studying this language. And for a starter, let me tell you that an understanding of this course would make your study of the New Testament fascinating.

#### **2.0 Intended Learning Outcomes (ILOs)**

By the end of this unit you would be able to:

- explain the writing of the New Testament in Greek language
- identify the personalities that promoted the Greek language
- identify the three major dialects of Greek language
- explain the importance of Greek language to New Testament students

- identify the five keys to observe in mastering the New Testament Greek

### **3.0 Main Content**

#### **3.1 The Coming of the Greek Language**

The Greek language has a very long and interesting history covering the 13<sup>th</sup> Century BC to the present day. There are various types of the Greek language. There is the Linear B, the earliest form of the language which flourished in the 13<sup>th</sup> Century BC; the classical Greek flourished between the 8<sup>th</sup> to the 4th Century and was used by Homer and Plato. Classical Greek existed in three major dialects called, the Doric, the Aeolic and the Ionic. Attic Greek was a branch of the Ionic Greek.

When King Philip of Macedon conquered Athens in the fourth century BC, he gave his son Alexander the Great, over to Aristotle, one of greatest Greek philosophers and one of the pillars of Western Philosophy to be tutored. It was Aristotle than evoked in Alexander the love of Greek language and culture. By the time Alexander became the king of Macedon and started his military campaign, he had already purported in his mind to impose the Greek language and culture upon the world. However, because Alexander spoke the Attic Greek, it was this dialect that he spread all over. This was the beginning of Hellenistic age.

As the Greek language spread across the world and met with other languages, what is known as linguistic interference, took place. The interplay between the Greek dialect and the other languages of the area produced what today is called the Koine Greek. Koine (κοινή) actually is a Greek word meaning „common“ and this is the form of Greek spoken by the common or everyday people.

One can boldly say that the spread of the Greek language and the formation of the Koine Greek were part of the events God waited for before the coming of Christ. Paul has rightly said in Galatians 4:4 that “in the fullness of time God sent his Son”. The use of Koine Greek made the spread of the Gospel very easy. Apart from this, it is important to note that God used the common language to communicate the gospel and this shows that the gospel belongs to all the people not just to an elite few.

Many students (including the students of theological schools who really needed the language more) often see Greek as an unnecessary enterprise and consequently it becomes a burden on them. However, the knowledge of Greek is an indispensable tool in the bid to understand and communicate the Word of God to others. Koine Greek is the key that will unlock the treasures of God in elucidating sermons, teachings and Bible studies.

#### **3.2 The Five Keys to Mastering New Testament Greek**

Years of teaching Greek in Nigeria, both at theological institutions and universities and the experience shared by other teachers of Greek has revealed that almost 90% of the students, if not more, are Greek-phobic. The bid to reduce the phobia of Greek in the students pivoted the searching out of the keys that can help them to master the language.

### **3.2.1 Memorization**

As it is true of other languages, anyone wishing to study Greek must be ready to memorize lots of materials. There is the need to memorize the vocabularies and the suffixes (these are morphemes added at the end of a word to form derivatives). The students will need to devise memorization methods that would be natural to them. It is possible to use the Secretary's Notebook to write the words to memorize and study it always. It is also possible to use flash cards or mnemonics to aid memorization.

### **3.2.2 Practice Exercises**

Some students have a way of avoiding doing exercises by copying their friends' works. Such an attitude will forever make such students very poor in Greek. Try to do the exercises at the end of the units by yourself and if possible, go the extra mile by giving yourself exercises beyond the ones given either by the teacher or in the course material.

### **3.2.3 Devoting Time**

No one will ever master Greek by studying it as a „crash program“. For anyone to master Greek, the person has to devote time to it. Devote a specific period of time daily to study Greek. It must become a routine that must be followed religiously.

### **3.2.4 Using a Study Partner**

It is very rare for a man to study solely, especially where it concerns language. It is important for students of Greek to form study groups. Each student should also strive to have a study partner so that they can test, quiz, encourage and motivate each other.

### **3.2.5 Using a Consistent Study Method**

Where it is possible, always read a chapter ahead of your lecturer so as to familiarize yourself with the new topic to be taught in class. After such a topic has been taught, ensure that you revise the topic again the same day it is taught. Using this method will make you go through the same material at least thrice in two days.

The basic truth is that discipline is the bottom line in studying and understanding Greek. There is no magical formula to it. If you can discipline yourself and follow the tedious steps enumerated above, you will definitely excel in the study of Greek.

## **4.0 CONCLUSION**

In this unit you have been exposed to the role of Alexander the Great in the development and the spread of Greek language all over the Mediterranean world. You should also know by now that there are three major dialects of the Greek language and that the development of the Koine Greek in which the New Testament was written came as a result of the interplay between Greek and other Mediterranean local languages. Koine Greek is also the Greek of the common man of the time.

## 5.0 SUMMARY

The following are the major points you have learnt in this unit:

- Classical Greek is the mother of Doric, Aeolic and Ionic dialects which are the three major dialects of the Greek language.
- Attic Greek was a branch of the Ionic Greek.
- It was the Attic Greek that became predominant because it was the dialect used by Alexander the Great.
- The interplay between the Greek dialects and other local languages gave rise to the Koine Greek.
- Greek language made the spread of the gospel very easy.
- It shows that God is interested in the common man as He chose the common language to communicate the gospel.
- There are five keys to help in mastering the Greek language: memorization, doing the self-assessment exercises, devoting more time, using a study partner and using a consistent study method.

### Self-Assessment Exercises

1. Discuss the role of the Greek language in the formation and spread of the New Testament.
2. What are the methods that can make you master the Greek language?

## 6.0 References/Further Readings

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan. Summers,

Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## **Unit 2            The Alphabets and Preliminary Issues**

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  - 3.2 Gamma
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  - 3.4 The Diphthongs
  - 3.5 The Iota-Subscript
  - 3.6 The Breathing Marks
  - 3.7 The Accents
  - 3.8 The Punctuation Marks
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

### **1.0 Introduction**

In the previous unit you have studied the development of the Koine Greek from one of the three major dialects of the Greek language. You have also studied how to master the language. In this unit, you will be introduced to the Greek alphabets and other preliminary issues that are important to your understanding of the language. Let me tell you this: this unit is very vital to your mastering this course. In fact, I am of the opinion that you should not go to the next unit unless you have absolutely mastered this unit.

### **2.0 Intended Learning Outcomes**

By the end of this unit, you should be able to:

- read the Greek alphabets from memory
- write all the Greek alphabets
- explain the formation of the iota subscript
- identify the smooth and the rough breathing marks
- differentiate between the smooth and the rough breathing marks
- explain the importance of accents in the Greek language
- identify all the punctuation marks of the Greek language.

### **3.0 Main Content**

#### **3.1 The Greek Alphabets**

The following table shows the Greek alphabets indicating their names, pronunciations and how they are written in both the small and capital letters. There are twenty-four letters in all.

| Capital Letters | Small Letters   | Name    | Pronunciation                         |
|-----------------|-----------------|---------|---------------------------------------|
| A               | $\alpha$        | Alpha   | a as in alaafia, magani, father, agwu |
| B               | $\beta$         | Beta    | b as in baba, bala, bebe,             |
| $\Gamma$        | $\gamma$        | Gamma   | g as in igo, gele, go, gida, Ngozi    |
| $\Delta$        | $\delta$        | Delta   | d as in dele, ndidi, doje             |
| E               | $\epsilon$      | Epsilon | e as in ege, egg, egusi,              |
| Z               | $\zeta$         | Zeta    | dz as in zeal, zest, zenith           |
| $\Theta$        | $\theta$        | Eta     | e as in eel, feel, ile, ewu, eego     |
| $\Upsilon$      | $\zeta$         | Theta   | th as in these, thirst, this          |
| $\text{I}$      | $\eta$          | Iota    | i as in ile, ink, chi,                |
| K               | $\theta$        | Kappa   | k as in kike, kite                    |
| $\Lambda$       | $\iota$         | Lambda  | l as in labalaba, lamb, lamp          |
| M               | $\kappa$        | Mu      | m as in mama, mark, make              |
| N               | $\lambda$       | Nu      | n as in no, nini, net                 |
| $\Xi$           | $\mu$           | Xi      | x as in box, ox                       |
| O               | $\nu$           | Omicron | o as i omo, ola                       |
| $\Pi$           | $\pi$           | Pi      | p as in pie, pillow, pepe             |
| P               | $\xi$           | Rho     | r as in radeke, roll                  |
| $\Sigma$        | $\zeta, \sigma$ | Sigma   | s as in sauce, sisi                   |
| $\text{T}$      | $\eta$          | Tau     | t as in toll, titi                    |
| $\text{U}$      | $\pi$           | Upsilon | u as in mushroom, us                  |
| $\Phi$          | $\theta$        | Phi     | ph as in phone, philo                 |
| Y               | $\rho$          | Chi     | ch as in Christ, chest,               |
| $\Psi$          | $\varsigma$     | Psi     | ps as in lips, tips                   |
| X               | $\sigma$        | Omega   | o as in ole, okay                     |

Note that sigma has two forms:  $\sigma$  is used in the final position, while  $\zeta$  is used either at the beginning of a word or in the middle of a word.

**WARNING: DO NOT GO BEYOND THIS POINT UNTIL YOU ARE ABLE TO RECOGNIZE THE ALPHABETS BY SIGN AND NAME**

### 3.2 Gamma

Gamma has some peculiar rule when it is to be pronounced in association with some other letters. A gamma before another gamma would be pronounced as a „ $\lambda$ “. This is why  $\alpha\gamma\gamma\epsilon\tau\omega$  would be transliterated as „angel“. The same is true of gamma before  $\theta$ ,  $\rho$  and  $\varsigma$  though such occurrences are rare.

### 3.3 The Vowels

The Greek vowels are  $\alpha$ ,  $\epsilon$ ,  $\epsilon$ ,  $\nu$ ,  $\eta$ ,  $\pi$  and  $\sigma$ . Of these vowels,  $\epsilon$  and  $\nu$  are always short;  $\epsilon$  and  $\sigma$  are always long;  $\alpha$ ,  $\eta$ , and  $\pi$  can either be long or short. The student can by observation determine the tone quality of the vowels that can either be long or short.

Please note that knowing the tonal quality of the vowels is important as it has a role to play in the placement of accents as would be studied later.

### 3.4 The Diphthongs

As in English language, two vowels can also unite in a syllable to form a single sound. This is called a diphthong. The following are the Greek diphthongs:

- αι pronounced like ai in aisle
- ει pronounced like ei in height
- υι pronounced like oi in oil
- αυ pronounced like au in kraut
- ευ pronounced like eu in feud
- ου pronounced like ou in group
- ωι pronounced like wee

All diphthongs are long in tone except αι and υι, when they are in the final position in a word. They are short for the purpose of accenting. Thus, in ἀλλήλοσπυνη, υι is short because it is the final diphthong but in ἀλλήλοσπυνηο it is long because it is followed by another letter.

### 3.5 The Iota-Subscript

The iota-subscripts have no parallel in English language, that is, it is peculiar to the Greek language. During the development of the Greek language, there are times when ι followed long α, ε, or σ. Though it became mute, it is a persistent letter that refused to be lost despite the fact that it is no longer pronounced. In such cases, the ι dropped back under the long letters and became a subscript. Let us see the various instances of the iota-subscript in the following words: ἀνηϊ, ζπλαγσγιη and κηϊ. Some of us believe that this quality of ι is referred to when Jesus said not an iota of my word would pass away unfulfilled.

### 3.6 The Breathing Marks

Every Greek word that begins with a vowel or a diphthong or rho (ξ) must carry a breathing mark. The breathing mark is placed over the rho or the single vowel which opens the word or on the second vowel of the diphthong as in the following examples: ῥῆκά, ἀληηζηηλαη and ἀνηῶλ. If the letter that is to carry the breathing mark happens to be in the capital, the breathing mark will have to come before the letter as in Ἰεζυῶ.

There are two types of breathing marks:

There is the smooth breathing mark which is written as in ἀνηῶλ; and the rough breathing mark which is written as in ῥῆκά. The rough breathing mark calls for an additional „h“ sound to the letter carrying the rough breathing mark. This is why ῥῆκά is transliterated as „rhema“.

### 3.7 The Accents

Like the breathing marks, the accents are placed over the vowels or the second vowel of a diphthong. There are three types of accents in the Greek language. They are:

- The acute accent as in  $\tau\acute{\epsilon}\gamma\eta\lambda$  which indicates a rising inflection of voice;
- The grave accent as in  $\tau\alpha\grave{\omicron}\lambda$  which indicates a falling inflection;
- The circumflex accent as in  $\alpha\grave{\eta}\tilde{\omicron}$  which is a combination of the rising and the falling inflection.

All Greek words have an accent mark except proclitics and enclitics.

### 3.8 The Punctuation Marks

There are four punctuation marks in Greek. Two of them correspond with that of the English language and these are:

- The comma (,)
- The period or full stop (.)

Though the other two, are written like English punctuation marks, they are different in their function. These are:

- The Greek colon (·) which combines the functions of the English colon (:), or semi-colon (;)
- The question mark in Greek is written like the English semi-colon (;).

### Self-Assessment Exercise

Try writing all the Greek alphabets both in capital and small letters and continue memorizing them until you can identify all the letters as you see them.

### 4.0 Conclusion

In this unit you have been exposed to all the alphabets of the Greek language indicating also the consonants and the vowels. You have also been shown the diphthongs and how to place accents and breathing marks on the diphthongs that are the combination of two vowel sounds to form one sound. The other issues talked about are the iota-subscript, the breathing marks, the three accents: grave, acute and the circumflex as well as the punctuation marks that consists of the comma, the period or full-stop, colon and semi-colon as well as the question mark.

### 5.0 Summary

The following are the major points that you have learnt in this unit:

- The Greek alphabet consists of twenty-four letters that are made up seventeen consonants and seven vowels.

- A diphthong occurs when two vowel sounds combine to become one single sound.
- When two gammas follow one another, the first one is pronounced as „λ“.
- There are two breathing marks: the smooth and the rough.
- There are three accents: the grave, the acute and the circumflex.
- All Greek words have an accent except the proclitics and the enclitics.
- There are four punctuation marks: the comma, the full-stop, the colon/the semi- colon and the question mark.

## **6.0 References/Further Readings**

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan. Summers,

Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## Unit 3            The Syllables and Accents

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### 1.0 Introduction

In the previous unit you have studied the Greek alphabets and other preliminary issues that are fundamental to the understanding of the Greek language. It is expected that before coming to this unit you have mastered the alphabets both in reading and writing. If you have not mastered these alphabets, kindly go back and master these alphabets. It is dangerous if you continue without having mastered the alphabets. It is like building a house on a weak foundation. As Christ has warned us, such a house will not stand the test of time. If you however have mastered the alphabets, then you can go forward.

In this unit, you will learn about syllabification and the importance of the syllables to the placement of the accent in the Greek language. After this, you will also learn the rules guiding the placement of each accent.

### 2.0 Intended Learning Outcomes

By the end of this unit, you should be able to:

- identify the number of syllables in a given Greek word
- identify the three syllables that are important to the placement of accent
- itemize the rules guiding the placement of the accents
- translate some Greek words to English and vice versa

### 3.0 Main Content

#### 3.1 Vocabulary Study

|            |                  |            |                |
|------------|------------------|------------|----------------|
| ἄγω        | I lead           | ἀθνήσ      | I hear         |
| βίβω       | I see            | ἔρω        | I have         |
| λύω        | I loose, destroy | ἄγγελος, ὁ | messenger      |
| ἀδελφός, ὁ | brother          | δούλος, ὁ  | slave, servant |
| θᾶψον, ὁ   | fruit            | ἰσθός, ὁ   | word           |

Note: The words ending with  $\acute{o}$  are masculine nouns. The letter should be learnt as part of the vocabulary. Pronouncing these words would be made easier by first transliterating the words. For example,  $\acute{\alpha}\gamma\sigma$  would be transliterated as *ago*. Caution has to be taken however that you are not hooked on to transliteration that you will never be able to sight read from the Greek directly.

### 3.2 The Syllables

The study of the accenting rule of the Greek would be made easier if the rules of syllables are first learnt. This is because the placement of accents in the Greek is on the syllables. The following are the rules guiding the determination of syllables in the Greek language.

- a. A Greek word has as many syllables as it has vowels or diphthongs. For example, since the word  $\acute{\alpha}\gamma\sigma$  has two vowels, it is made up of two syllables.
- b. A syllable is long if it has a long vowel or a diphthong. It is also short if it has a short vowel. For example, in the word  $\beta\acute{\iota}\epsilon\pi\sigma$ ,  $\beta\acute{\iota}\epsilon$  is a short syllable while  $\pi\sigma$  is a long syllable. In the word  $\delta\nu\tilde{\iota}\nu\sigma$ ,  $\delta\nu\tilde{\iota}$  is a long syllable because it has a diphthong. The only exception to the diphthong is what has been indicated earlier that  $\omega\eta$  and  $\nu\eta$  are short when they occur in the final syllable. Thus, in the word  $\acute{\alpha}\lambda\zeta\zeta\sigma\pi\nu\eta$ ,  $\pi\nu\eta$  is a short syllable.

No matter the number of syllables a word has, only the last three syllables are important as far as accenting is concerned. These are the ultima (the last syllable); the penult (the next to the last syllable) and the ante-penult (the third to the last syllable). For example, in the word  $\acute{\alpha}\pi\nu\iota\alpha\kappa\beta\acute{\alpha}\lambda\nu\kappa\epsilon\lambda$ , there are six syllables but only the last three are important to accenting. The last three for the purpose of identification are  $\kappa\epsilon\lambda$  (the ultima);  $\lambda\nu$  (the penult) and  $\beta\acute{\alpha}$  (the ante-penult).

The next issue to tackle is how one demarcates the syllables correctly. The following rules can therefore be of help.

- a. There is one vowel or diphthong per syllable.
- b. A single consonant by itself goes with the following vowel as in  $\acute{\epsilon}\zeta\epsilon\acute{\alpha}\zeta\acute{\alpha}\kappa\epsilon\zeta\alpha$ , which will be separated as  $\acute{\epsilon}\zeta\epsilon\ \acute{\alpha}\zeta\acute{\alpha}\ \kappa\epsilon\zeta\alpha$ . If, however the consonant is the final letter in the word, it will go with the preceding vowel as in  $\acute{\epsilon}\sigma\acute{\zeta}\acute{\alpha}\theta\alpha\kappa\epsilon\lambda$ , which will be separated as  $\acute{\epsilon}\sigma\ \acute{\zeta}\acute{\alpha}\ \theta\alpha\ \kappa\epsilon\lambda$ . Note that the consonant nu ( $\lambda$ ) goes along with  $\kappa\epsilon$ .
- c. Two consecutive vowels which do not form a diphthong are divided as in  $\acute{\epsilon}\sigma\acute{\zeta}\acute{\alpha}\theta\alpha\kappa\epsilon\lambda$  above.
- d. A consonant cluster that does not begin a word is divided and the first consonant goes with the preceding vowel as in  $\acute{\alpha}\zeta\rho\eta\sigma$ , which will be divided as  $\acute{\alpha}\zeta\ \rho\eta\sigma$ .
- e. If a consonant cluster begins a word, it goes with the following vowel as in  $\gamma\zeta\alpha\theta\eta$  which will be divided as  $\gamma\zeta\alpha\ \theta\eta$ .
- f. Double consonants are divided as in  $\acute{\alpha}\gamma\gamma\epsilon\iota\nu\sigma$  which will be divided as  $\acute{\alpha}\gamma\ \gamma\epsilon\ \iota\nu\sigma$ .
- g. Any consonant plus m or n goes with the following vowel as in  $\pi\lambda\epsilon\tilde{\upsilon}\kappa\alpha$  which will be divided as  $\pi\lambda\epsilon\tilde{\upsilon}\ \kappa\alpha$ .
- h. Compound words would be divided where they have been joined as in  $\acute{\omega}\lambda\eta\eta\ \rho\zeta\eta\zeta\eta\sigma$ .

### 3.3 The Accents

#### 3.3.1 Rules Guiding the Acute Accent

The acute accent can be placed on any of the three syllables, but the following rules have to be observed in placing the accent.

1. The acute accent can stand on either short or long syllables as in **ἰόγνο** and **ὀδπλώκελη**.
2. The acute accent can stand on any of the last three syllables as in **ἄγγεινο**, **ἰόγνο**, and **θαξπδο**.
3. The acute accent cannot stand on the antepenult when the ultima is long. For example, while **ἄγγεινο** is correct because it has a short ultima, when the ultima is long, it will become **ἀγγέινπ**.
4. The acute accent cannot stand on a long penult before a short ultima. In such cases, the acute may change to a circumflex. For example, while **δνύινπ** is correct because the ultima is long, it will change to **δνῶιννο** for a short ultima.

#### 3.3.2 Rules Guiding the Circumflex Accent

The circumflex can be placed only on two syllables and the following are the rules.

1. The circumflex can stand only on long syllables as in **δνῶιννο**.
2. It can stand either on the last two syllables: the penult or ultima as in **δνῶιννο** and **θαξπνῶ**.
3. The circumflex cannot stand on the penult if the ultima is long.
4. It can stand on the penult if the ultima is short.

#### 3.3.3 Rules Guiding the Grave Accent

The grave accent can be placed only on one syllable. The acute accent on the ultima changes to the grave accent when followed by words without any accent in between. For example, **ἀδειθδο δνύινπ**.

It has to be noted that the primary word has to be learnt with its accent and as the word changes form, the rules has to be applied for the proper placement of the accent. For example, when using the noun, throughout the declension the accent remains on the same syllable as in the nominative singular as nearly as the general rules permit. For the verbs the accent stands as far from the ultima as the rules permit.

### 4.0 CONCLUSION

In this unit you have learnt that there are as many syllables as the number of vowels in a Greek word. You have also learnt that the last three syllables called the ultima, the penult and the antepenult are the ones that are important for the purpose of accenting. No matter the number of syllables in a Greek word, the last three are the ones that the rules of accenting affect. You have also learnt the rules guiding the placement of the grave, the acute and the circumflex accents.

## 5.0 SUMMARY

The following are the major things you have learnt in this unit:

- The syllables that are important for the purpose of accent are the ultima, the penult and the antepenult.
- The acute accent can be placed on any of the last three syllables.
- The acute accent can stand on either the long or short syllable.
- The circumflex can stand only on the long syllable.
- The circumflex can stand only on either the penult or ultima.
- The grave accent can stand only on the ultima.

### Self-Assessment Exercises

1. Explain the rules guiding the placement of the acute accent.
2. Explain the rules guiding the placement of the circumflex accent.
3. Explain the rules guiding the placement of the grave accent.

## 6.0 References/Further Readings

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan. Summers,

Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## Unit 4: Verbs: Present Active Indicative

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  - 3.3 Parsing a Verb
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- 5.0 Summary
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### 1.0 Introduction

In the previous unit you have studied the syllables and the three important syllables for the purposes of accenting in the Greek language. You have also learnt the rules guiding the placement of each of the three accents over the words. In this unit, you will be exposed to the verbs through a study of the present active indicative form of the verb. The Greek word  $\tau\acute{\upsilon}\sigma$  would be used as the example.

### 2.0 Intended Learning Outcomes (ILOs)

By the end of this unit you should be able to:

- read and translate the Greek words studied so far
- identify all the elements of any Greek verb
- parse a verb
- write any verb in all the forms of the present active indicative
- use the present active indicative to construct questions.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|  |         |   |               |
|--|---------|---|---------------|
| $\gamma\eta\lambda\acute{\omega}\zeta\theta\sigma$ | I know  | $\gamma\zeta\acute{\alpha}\theta\sigma$                 | I write       |
| $\delta\eta\delta\acute{\alpha}\zeta\theta\sigma$  | I teach | $\acute{\epsilon}\gamma\acute{\epsilon}\eta\zeta\sigma$ | I raise up    |
| $\tau\alpha\kappa\beta\acute{\alpha}\lambda\sigma$ | I take  | $\tau\acute{\epsilon}\gamma\sigma$                      | I say, speak  |
| $\pi\acute{\epsilon}\kappa\pi\sigma$               | I send  | $\theta\acute{\epsilon}\zeta\sigma$                     | I bear, bring |

#### 3.2 Basic Information about the Verb

Like any other language, the Greek verb carries the tense, voice, mood, the person and the number.

### ***The Tense***

This quality of the verb has to do with the action. The tense carries two aspects of the verb and these are the time of the action and the kind of action. As for time, there are three possibilities: the past, the present and the future. As for the kind of action, there are two possibilities: the linear (this is also called the progressive or continuous action) and the punctiliar (this is action that is seen as a single perspective). The present tense indicates a progressive action at the present time and so would be better translated in that sense. For example, the word  $\iota\sigma$  would be better translated as “I am destroying”.

### ***The Voice***

This is the element of the verb that indicates the relationship between the subject and the action. The active voice indicates that the subject is acting as in “he killed the lion;” while the passive indicates that the subject receives the action or is being acted upon as in the statement “he was killed by the lion”. The Greek language however has another voice known as the middle voice and this would be studied later.

### ***The Mood***

Mood is the element of a verb that indicates the relation of the action to reality. In other words, the mood tells whether the action is really taking place or has the potential of taking place. All the moods would be studied later but suffice it to say that the indicative mood is the mood that confirms the reality of the action from the point of view of the speaker.

### ***The Person***

This is the element of the verb that indicates the person talking. There are three possibilities: the first person is the subject that is speaking, the second person is the one being spoken to and the third person is the one being spoken about.

### ***The Number***

This is the element of the verb that indicates whether the subject is singular or plural. For example, I am „destroying“ is singular and „we are destroying“ is plural.

## **3.3 Parsing a Verb**

This is the technical term used when the student is required to tell the complete story of a verb in order to translate the verb. In doing so, all the elements mentioned above would be identified in the given verb. For example, to parse  $\iota\sigma\eta\theta\iota$ , one will say: present active indicative, second person singular from  $\iota\sigma$  which means “I am destroying” hence  $\iota\sigma\eta\theta\iota$  means “you (s) are destroying”.

## **3.4 The Present Indicative Form**

Due to the simplicity of the verb  $\iota\sigma$ , and the fact that it can be used as an example for all the various voices, tenses and the moods of the Greek verb, it will be used as the guinea-pig for all the examples except where impossible.

The present active indicative form of **ῥύσ** is:

| Type of Verb                    | Greek Verb Form | English Translation                 |
|---------------------------------|-----------------|-------------------------------------|
| 1 <sup>st</sup> Person Singular | ῥύσ             | I loose or I am losing (destroy)    |
| 2 <sup>nd</sup> Person Singular | ῥύεηο           | you (s) loose or you (s) are losing |
| 3 <sup>rd</sup> Person Singular | ῥύει            | he (she, it) loses or is losing     |
| 1 <sup>st</sup> Person Plural   | ῥύνκελ          | we loose or we are losing           |
| 2 <sup>nd</sup> Person Plural   | ῥύετε           | you (p) loose or you (p) are losing |
| 3 <sup>rd</sup> Person Plural   | ῥύνπιζι(λ)      | they loose or they are losing       |

#### Notes:

1. There is no need for a subject in the use of a Greek sentence. This is because the inflected endings of the Greek verbs ensure that the personal pronouns go along with the verb as seen in the paradigm above.
2. The stem of the verb is the part that remains unchanged throughout the process of inflection. The present stem of a word can be obtained by removing the  $\sigma$  of the first person singular, which is the lexical form of the verb. In the above example, **ῥύ** is the stem.
3. It is better for the students to memorize the endings of the various inflections as they are written above as any verb of the present active stem would be treated in the same way. This is to say that the following endings are to be memorized:  $\sigma$ ,  $\epsilon\eta\theta$ ,  $\epsilon\eta$ ,  $\nu\kappa\epsilon\lambda$ ,  $\epsilon\tau\epsilon$  and  $\nu\pi\zeta\eta(\lambda)$ .
4. Note that the second person singular and the second person plural are translated the same way. So, to make distinctions, always put the sign of either singular or plural as done in the paradigm above.
5. Note that the third person plural has a n in the bracket. This is called movable nu because it may or may not be used. The students are however advised to learn it as part of the spelling so that it will not be strange to them when it occurs.

### 3.5 Constructing Questions

In the Greek language, there is no difference in the construction of a declarative sentence and an interrogative sentence. The question mark is just placed at the end of the sentence to make it become a question. For example, **ῥύνκελ** means „we loose“ and **ῥύνκελ;** becomes „are we losing?“

### 4.0 Conclusion

In this unit, you have been exposed to other Greek vocabularies that you are expected to learn along the other given earlier. You are also given the present active indicative form using **ῥύσ** as a paradigm. You are also taught that construction a question requires just the addition of a question mark at the end of a present active sentence.

### 5.0 Summary

The following are the major points you have learnt in this unit:

- The tense carries the time and the kind of action.
- There are three possibilities of tense: present, past and future.

- Present tense indicates a progressive action at the present time.
- Voice indicates the relationship subject and action; it could be active or passive.
- Mood indicates the relation of action to reality.
- Person indicates who is talking: first, second or third.
- When parsing a verb, all the elements of the verb would be cited.

### **Self-Assessment Exercise**

#### **1. Translate the following to English**

ἄγει, ἄθνη, βλέπει, ἔρει, ἰνκελ, γηλῶζθνηκελ, γζάθνηκελ, δηδάζθνηκελ, ἐγέηζνηπζη, ἔγνηπζη, θέξει, θέξει, ἄγνηκελ, γζάθνη, γηλῶζθνη.

#### **2. Translate the following to Greek**

They see, he is leading, we take, you (p) hear, I destroy, we raise up, you (s) are writing, he knows, they send, we bring, he teaches, you (p) bring, you (p) are leading, he is hearing, they raise up, we are seeing.

### **6.0 References/Further Readings**

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

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## Unit 5: Nouns of the Second Declension

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### 1.0 Introduction

In the previous unit you have studied about the verbs and all the elements of the verb. In this unit you will be exposed to nouns. This is because after the verbs, the nouns are the next important constituent of the sentence as the noun is very active in all its functions. You will be exposed to all the functions of the noun within the sentence.

### 2.0 Intended Learning Outcomes (ILOs)

By the end of this unit you should be able to:

- identify nouns of the second declension
- parse any noun of the second declension
- write out the various forms of the masculine noun of the second declension
- write out the various forms of the neuter noun of the second declension
- translate some Greek sentences.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|              |                  |             |          |
|--------------|------------------|-------------|----------|
| ἄλλξιςπνο, ὁ | man              | ἀπόζηννο, ὁ | apostle  |
| ἄζηνο, ὁ     | bread, loaf      | γάκνο, ὁ    | marriage |
| δῶζηλ, ηό    | gift             | ζάλαηνο, ὁ  | death    |
| ἱεζόλ, ηό    | temple           | ἴζηνο, ὁ    | stone    |
| λόκνο, ηό    | law              | νῖθόο, ὁ    | house    |
| ῶρνο, ὁ      | crowd, multitude | πίόο, ὁ     | son      |
| θάη          | conj., and       |             |          |

### 3.2 Review of Nouns and their Functions

Before going on with the study of Greek nouns, it is better to have a review of the use of nouns in English because without this, some of the terminologies that would be used would be enigmatic. This study would be done simultaneously with that of the Greek nouns. It will be handled by going through the elements that make up the noun.

#### *Inflection*

Inflection is the word used to describe the changes in the form of a word as the function it performs change. For example, let us use some pronouns: „he“ refers to a male, but it becomes „she“ if it is to refer to a female. Changes can also take place to distinguish the number of things or people involved. For example, a prince refers to one person and it becomes princes if they are more than one.

It has to be emphasized however that Greek is a highly inflected language when compared with the English language. Almost every word in the Greek is altered depending upon its use in the sentence. This would be observed later.

#### *Functions of the Noun*

Case is the word used to refer to the various functions that nouns perform in the sentence. Though the English has three cases, the Greek language has eight cases (it has to be noted that some scholars say there are five cases) and these are explained below.

##### *The Noun as Subject*

This is when the noun functions as the topic or the subject of the sentence. It is the case of designation. For example, in the sentence, “Sade is coming to school today,” Sade is the subject and it is a noun. In the Greek language when the noun functions as the subject, it is written in the nominative case.

##### *The Noun as Direct Object*

This is when the noun receives the action of the verb in the sentence. For example, in the sentence “the robbers injured Sade,” Sade is the direct object of the sentence. In the Greek language, any noun that functions as the direct object is put in the accusative case. It marks the limit or the end of an action.

##### *The Noun as the Indirect Object*

When the noun functions as the indirect object, it gives an idea of the person or thing to whom and or for whom something is done. For example, in the sentence “the conmen sold Sade some dummy,” Sade is the indirect object. In the Greek language, the noun that functions as the indirect object would be in the dative case. The dative case is the case of interest.

##### *The Noun as the Owner of Something*

This is when the noun is used to show that someone or something is the owner of a particular thing. For example, in the sentence “the robbers stole Sade’s textbook,” Sade is said to be the owner of the textbook. Though in the English language, the possessive „s“ is usually used to designate this usage, in the Greek language the genitive case is used. The genitive case is the case of description. It is used to attribute quality to the word it modifies.

##### *The Noun as Subject Complement*

This is when a noun completes the thought of the subject. It usually occurs when the noun

follows the verb „to be“. For example, in the sentence, “the class captain is Sade,” Sade is the subject complement of the subject. In the Greek language, this function is also put in the nominative case. This means when this happens, two nouns in the sentence would be in the nominative case. The problem that will arise with such usage would be dealt with later on.

#### *The Noun as the Person Addressed*

There are times when the person being addressed is called before the statement meant for them. For example, in the sentence “Sade, where are you?” Sade is the person addressed. In the Greek language, this usage is put in the vocative case.

By now, we have exhausted all the cases of Greek that can parallel that of the English language. There are three more cases in the Greek that can be used in another way in the English language. The cases are the ablative, the locative and the instrumental cases.

Let’s begin with the ablative case. This case is used to express separation or a movement away from something. For example, in the sentence “the man sends the servants away from the house,” the Greek would use the ablative to express the phrase “from the house.” The ablative case is spelt like the genitive and that is why some scholars see it as another function of the genitive. The locative case is used to describe the location or the position of things. The instrumental case on the other hand is used to express the means by which something is done. These two cases are spelt as the dative case.

Please note that those who say the Greek has five cases base their argument on the fact that these last three cases are spelt the same way with the others before them, that is, they see the ablative as a function of the genitive and the locative and the instrumental cases as other usages of the dative case.

Having exhausted all the cases of the Greek language, we can now move forward to study the Greek nouns now. There are three forms of declension in the Greek language. The first declension has an inflected system in which the „a“ sound is predominant; the second declension is predominant with the „o“ sound and the third declension has a system in which the consonant stem is predominant. Since the largest number of nouns of the Greek is in the second declension and it is also easier to learn than the others, it is usually studied first.

### **3.3 Declension of Masculine Nouns of Second Declension**

#### **Declension of ὁ ἄνθρωπος with the definite article**

| <b>Cases</b>        | <b>Singular Form</b> | <b>Meaning</b> | <b>Plural Form</b> | <b>Meaning</b> |
|---------------------|----------------------|----------------|--------------------|----------------|
| <b>Nominative</b>   | ὁ ἄλλξιςπνο          | the man        | νί ἄλλξιςπνη       | the men        |
| <b>Genitive</b>     | ηνῶ ἄλλξιςπνπ        | of the man     | ηνῶλ ἄλλξιςπσλ     | of the men     |
| <b>Ablative</b>     | ηνῶ ἄλλξιςπνπ        | from the man   | ηνῶλ ἄλλξιςπσλ     | from the men   |
| <b>Dative</b>       | ηνῶ ἄλλξιςπ          | to the man     | ηνῶο ἄλλξιςπνηο    | to the men     |
| <b>Locative</b>     | ηνῶ ἄλλξιςπ          | in the man     | ηνῶο ἄλλξιςπνηο    | in the men     |
| <b>Instrumental</b> | ηνῶ ἄλλξιςπ          | by the man     | ηνῶο ἄλλξιςπνηο    | by the men     |
| <b>Accusative</b>   | ηνὸλ ἄλλξιςπνλ       | the man        | ηνὸο ἄλλξιςπνπο    | the men        |
| <b>Vocative</b>     | ἄλλξιςπε             | man            | ἄλλξιςπνη          | men            |

### **3.4 The Article**

There is no indefinite article in the Greek language and so the absence of the definite article implies the indefinite article. Hence, ἄλλξιςπνο can mean either „a man“ or „man“. The Greek

article is usually used to point out a particular identity and this is called the articular use of a noun. When no definite article is used, it is called the anarthrous use. Note the declension of the articles of the masculine nouns of the second declension above.

### 3.5 Parsing a Noun

To parse a noun, the four elements that are to be examined are: declension, case, gender and number.

#### *Declension*

This is to locate which form out of the three declensions a noun follows. It is a matter of the inflected form and has no functional significance.

#### *Case*

This is the function of the noun as it relates to the verb and the other parts of the sentence. There are eight cases in the Greek language as discussed above.

#### *Gender*

This indicates whether the noun is masculine, feminine or neuter. The gender of the words can be learnt by observation and as part of the lexical study.

#### *Number*

This indicates whether the noun is singular or plural.

### 3.6 Neuter Nouns of the Second Declension

There is a slight difference between the declension of the masculine nouns and the neuter nouns of the second declension. As would be seen in the paradigm above, the difference occurs only in the nominative singular and the nominative and accusative plural.

#### Declension of ἡδωπὸν with the definite article

| Cases        | Singular Form | Meaning       | Plural Form | Meaning      |
|--------------|---------------|---------------|-------------|--------------|
| Nominative   | ἡδωπὸν        | the gift      | ἡδωπὸνα     | the gifts    |
| Genitive     | ἡδωπὸνος      | of the gift   | ἡδωπὸνων    | Of the men   |
| Ablative     | ἡδωπὸν        | from the gift | ἡδωπὸνων    | from the men |
| Dative       | ἡδωπὸν        | to the gift   | ἡδωπὸνοι    | to the men   |
| Locative     | ἡδωπὸν        | in the gift   | ἡδωπὸνοι    | in the men   |
| Instrumental | ἡδωπὸν        | by the gift   | ἡδωπὸνοι    | by the men   |
| Accusative   | ἡδωπὸν        | the gift      | ἡδωπὸνα     | the men      |
| Vocative     | ἡδωπὸν        | gift          | ἡδωπὸνα     | men          |

Note that the plural ending *a* of the second declension neuter nouns are always short.

### 3.7 Tips of Translation

At this point, it is important to learn the tips that would be useful for translation. The normal word order in the Greek is subject, verb, and object (and followed by others in any order). It has to be noted however that the order in the sentence can be varied for purposes of emphasis and euphony. As a result, it is better to use the cases and word ending as a clue for translation. The following rules can be followed:

- a. Look for a noun in the nominative case. If there is one, it is most likely to be the subject of the sentence, so let it come first in your translation.
- b. If there is no noun in the nominative case, look for the verb; the ending of the verb would indicate the subject.
- c. If there is a noun in the nominative, follow its translation with the verb.
- d. Look for a noun in the accusative case and translate after the verb since it is going to be the direct object.
- e. Other words, if there are any, would follow at a logical order.

As an example, let us try to translate this sentence: *ὅτι ἀδελφοὶ ἀκούοντες τὸν ἄγγελον ἠκούσαν.*

1. The noun in the nominative case is *ὅτι ἀδελφοὶ* and it is in the plural. It would be translated: „the brothers“.
2. The verb is *ἀκούοντες*. Though it is in the third person plural, the subject would no longer be indicated because the subject has already taken care of it. Hence, we now have: „the brothers hear“.
3. The noun in the accusative case is *τὸν ἄγγελον*. It is the direct object. The sentence will now read: „the brothers hear the words“.
4. The last word is *ἠκούσαν* and it is in the genitive case. The whole sentence will now read: „the brothers hear the words of the angel“.

### Self-Assessment Exercise

#### A. Translate the following sentences into English

1. ὁ ἀλλοτρίος γηλόφθη ἡὸλ λόκνλ.
2. ὁ δνῦνο θέξεη δῶξνλ.
3. ὁ ἄγγεινο ἰέγηη ἰόγνλ.
4. ἔρηη ἡὸλ θαξπὸλ.
5. ὅτι ἀδελφοὶ ἀκούοντες τὸν ἄγγελον ἠκούσαν.
6. πέκπεηη δῶξα ἡῶ ἰεξῶ.
7. βιέπνκελ ἡὰ δῶξα ἡῶλ ὄρῖσλ.
8. ὅτι πίοο ἡῶλ ἀλλοξώπσλ ἄγνπζη ἡνὸ δνύῖνπο.
9. ἰακβάλσ δῶξα θαξπνῦ θαὶ ἄξηηη.
10. γξάθθηκελ ἰόγνπο ἡνίο ἀδελφνῖο.

#### B. Translate the following sentences into Greek

1. The son has bread and fruit.

2. The brother speaks a word to the crowd.
3. You (s) see stones in the houses and in the temples.
4. The servant is bearing a gift to the man.
5. We are hearing words of death from the messenger.
6. You (p) are writing a word to the apostle.
7. Men, brothers, and sons are teaching the crowd.
8. He knows the word of the law.
9. You (s) are seeing a crowd and a marriage in the house.
10. Servants speak words to the sons and bear gifts to the messengers.

#### **4.0 Conclusion**

In this unit you have been exposed to the nouns of the second declension which consists mostly of masculine and neuter nouns. You have also been told that Greek is a highly inflected language and that inflection is used to describe the changes in the form of a word as its function in the sentence changes. You have been taught the various inflections of second declension masculine and neuter nouns and that the four elements of a noun that must be mentioned when a noun is parsed are: declension, case, gender and number. Finally, you were given the rules to follow when you want to embark on translation.

#### **5.0 Summary**

The following are the major points you have learnt in this unit:

- Inflection is the word that describes changes in the form of a word as the function it performs changes.
- Greek is a highly inflected language.
- Nouns can function as: subject, direct object, indirect object, subject complement, owner of something and as the person being addressed.
- Translation must be done phrase by phrase from noun in the nominative case (if any) to verb and then to other sentence elements.

#### **6.0 References/Further Reading**

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan. Summers,

Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## Unit 6: Nouns of the First Declension

### Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
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  - 3.3 The Masculine Nouns of the First Declension
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- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

### 1.0 Introduction

In the previous unit you have studied the nouns of the second declension which are mostly masculine and neuter nouns. As have been said earlier they are easier to understand than the nouns of the first declension that have sub-classes within the class. In this unit, you will be exposed to the nouns of the first declension which are mostly feminine and masculine nouns. The feminine nouns have two types: those ending in ε and those ending in α. As you study these declensions, watch out for the differences in the manner in which they are declined.

### 2.0 Intended Learning Outcomes (ILOs)

By the end of this unit you should be able to:

- decline feminine nouns ending in  
ε
- decline feminine nouns ending in  
α
- decline masculine nouns of the first declension
- list all the definite articles by gender, case and number.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|            |             |             |                    |
|------------|-------------|-------------|--------------------|
| ἀγάπε, ἡ   | love        | ἀλήθεια, ἡ  | truth              |
| ἀκαξία, ἡ  | sin         | βασιλεία, ἡ | kingdom            |
| γλῶσζα, ἡ  | tongue      | γζαθή, ἡ    | writing, Scripture |
| δηδαρή, ἡ  | teaching    | δόμα, ἡ     | glory              |
| ειζήλε, ἡ  | peace       | ἐθθεζία, ἡ  | church             |
| ἐληνη, ἡ   | commandment | ἡκέζα, ἡ    | day                |
| καζεηήο, ὁ | disciple    | Μεζζιαο, ὁ  | Messiah            |
| παζαβνη, ἡ | parable     | πζνηθήεο, ὁ | prophet            |

### 3.2 The Feminine Nouns of the First Declension

The article ἡ indicates that the nouns are feminine. All first declension nouns ending in either α or ε in the nominative singular are feminine. First declension nouns ending in αο or εο in the nominative singular are masculine. The inflection of the first declension varies in the singular according to the ending in the nominative. In all there are five systems of inflection in the singular of the first declension.

1. When the stems end in ε, η or ζ, the nominative singular will end in long α, which will be retained throughout the word except in the genitive and the ablative form, as in the following example:

#### Declension of ἡ βασιλεία with the definite article

| Cases               | Singul ar Form | Meaning          | Plural Form    | Meaning           |
|---------------------|----------------|------------------|----------------|-------------------|
| <b>Nominative</b>   | ἡ βασιλεία     | The kingdom      | αἱ βασιτεῖαι   | the kingdoms      |
| <b>Genitive</b>     | ἡο βασιτεῖαο   | of the kingdom   | ἡῶλ βασιτεῖῶλ  | of the kingdoms   |
| <b>Ablative</b>     | ἡο βασιτεῖαο   | from the kingdom | ἡῶλ βασιτεῖῶλ  | from the kingdoms |
| <b>Dative</b>       | ἡῖ βασιτεῖη    | to the kingdom   | ἡαῖο βασιτεῖαο | to the kingdoms   |
| <b>Locative</b>     | ἡῖ βασιτεῖη    | in the kingdom   | ἡαῖο βασιτεῖαο | in the kingdoms   |
| <b>Instrumental</b> | ἡῖ βασιτεῖη    | by the kingdom   | ἡαῖο βασιτεῖαο | by the kingdoms   |
| <b>Accusative</b>   | ἡῖλ βασιτεῖαλ  | the kingdom      | ἡαο βασιτεῖαο  | the kingdoms      |
| <b>Vocative</b>     | ἡ βασιτεῖα     | the kingdom      | αἱ βασιτεῖαι   | the kingdoms      |

2. When the stem ends in ζ, ττ, or any of the double consonants, the nominative singular ends in short α, which changes to ε in the genitive, ablative, dative, locative and instrumental as in the example below:

#### Declension of ἡ γλῶττιςα with the definite article

| Cases               | Singular Form | Meaning         | Plural Form    | Meaning          |
|---------------------|---------------|-----------------|----------------|------------------|
| <b>Nominative</b>   | ἡ γλῶττιςα    | the tongue      | αἱ γλῶττιςαι   | the tongues      |
| <b>Genitive</b>     | ἡο γλῶττιςεο  | of the tongue   | ἡῶλ γλῶττιςῶλ  | of the tongues   |
| <b>Ablative</b>     | ἡο γλῶττιςεο  | from the tongue | ἡῶλ γλῶττιςῶλ  | from the tongues |
| <b>Dative</b>       | ἡῖ γλῶττις    | to the tongue   | ἡαῖο γλῶττιςαο | to the tongues   |
| <b>Locative</b>     | ἡῖ γλῶττις    | in the tongue   | ἡαῖο γλῶττιςαο | in the tongues   |
| <b>Instrumental</b> | ἡῖ γλῶττις    | by the tongue   | ἡαῖο γλῶττιςαο | by the tongues   |
| <b>Accusative</b>   | ἡῖλ γλῶττιςαλ | the tongue      | ἡαο γλῶττιςαο  | the tongues      |
| <b>Vocative</b>     | ἡ γλῶττιςα    | The tongue      | αἱ γλῶττιςαι   | the tongues      |

3. When the stem ends in any other letter, the nominative singular will end in ε, which is retained throughout the singular, as in the example below:

#### Declension of ἡ γραφή with the definite article

| Cases               | Singular Form | Meaning          | Plural Form     | Meaning           |
|---------------------|---------------|------------------|-----------------|-------------------|
| <b>Nominative</b>   | ἡ γραφή       | the writing      | αἱ γραφαί       | the writings      |
| <b>Genitive</b>     | ἡς γραφῆς     | of the writing   | ἡδων γραφῶν     | of the writings   |
| <b>Ablative</b>     | ἐκ τῆς γραφῆς | from the writing | ἐκ τῶν γραφῶν   | from the writings |
| <b>Dative</b>       | τῇ γραφῇ      | to the writing   | ταῖς γραφαῖς    | to the writings   |
| <b>Locative</b>     | ἐν τῇ γραφῇ   | in the writing   | ἐν ταῖς γραφαῖς | in the writings   |
| <b>Instrumental</b> | ἡ γραφῇ       | by the writing   | ταῖς γραφαῖς    | by the writings   |
| <b>Accusative</b>   | τὴν γραφήν    | the writing      | τὰς γραφάς      | The writings      |
| <b>Vocative</b>     | ὦ γραφή       | The writing      | αἱ γραφαί       | The writings      |

### 3.3 The Masculine Nouns of the First Declension

When a masculine noun of the first declension has a stem ending in ε, η or ξ, the nominative singular will be αο (long α). All other stem endings are followed by εο in the nominative singular, as in the examples below:

#### Declension of Μεσσίας, ὁ with the definite article

| Cases               | Singular Form | Meaning          | Plural Form       | Meaning           |
|---------------------|---------------|------------------|-------------------|-------------------|
| <b>Nominative</b>   | ὁ Μεσσίας     | the Messiah      | οἱ Μεσσιαί        | the Messiahs      |
| <b>Genitive</b>     | οῦ Μεσσιᾶ     | of the Messiah   | οἶων Μεσσιῶν      | Of the Messiahs   |
| <b>Ablative</b>     | ἐκ τοῦ Μεσσιᾶ | from the Messiah | ἐκ τῶν Μεσσιῶν    | From the Messiahs |
| <b>Dative</b>       | τῷ Μεσσίᾳ     | to the Messiah   | τοῖς Μεσσιᾶσιν    | to the Messiahs   |
| <b>Locative</b>     | ἐν τῷ Μεσσίᾳ  | in the Messiah   | ἐν τοῖς Μεσσιᾶσιν | in the Messiahs   |
| <b>Instrumental</b> | ἡ Μεσσίᾳ      | by the Messiah   | τοῖς Μεσσιᾶσιν    | by the Messiahs   |
| <b>Accusative</b>   | τὸν Μεσσίαν   | the Messiah      | τοὺς Μεσσιαί      | The Messiahs      |
| <b>Vocative</b>     | ὦ Μεσσία      | The Messiah      | οἱ Μεσσιαί        | The Messiahs      |

### Declension of ὁ προφήτης with the definite article

| Cases               | Singular Form | Meaning          | Plural Form     | Meaning           |
|---------------------|---------------|------------------|-----------------|-------------------|
| <b>Nominative</b>   | ὁ πρῶτος      | the prophet      | οἱ πρῶτοι       | the prophets      |
| <b>Genitive</b>     | τοῦ πρῶτου    | of the prophet   | τῶν πρῶτων      | of the prophets   |
| <b>Ablative</b>     | ἐκ τοῦ πρῶτου | from the prophet | ἐκ τῶν πρῶτων   | from the prophets |
| <b>Dative</b>       | τῷ πρῶτῳ      | to the prophet   | τοῖς πρῶτοις    | to the prophets   |
| <b>Locative</b>     | ἐν τῷ πρῶτῳ   | in the prophet   | ἐν τοῖς πρῶτοις | in the prophets   |
| <b>Instrumental</b> | ὡς πρῶτος     | by the prophet   | ὡς πρῶτοι       | by the prophets   |
| <b>Accusative</b>   | τὸν πρῶτον    | the prophet      | τοὺς πρῶτους    | the prophets      |
| <b>Vocative</b>     | ὦ πρῶτε       | the prophet      | ὦ πρῶτοι        | the prophets      |

### 3.4 The Full Articles

By now, all the Greek definite articles have been given in full by number and by gender. For the purpose of summary and emphasis, they are hereby extracted below:

| Cases                                      | Masculine | Feminine | Neuter |
|--|-----------|----------|--------|
| <b>Singular</b>                            |           |          |        |
| <b>Nominative</b>                          | ὁ         | ἡ        | τὸ     |
| <b>Genitive &amp; Ablative</b>             | τοῦ       | τῆς      | τοῦ    |
| <b>Dative, Locative &amp; Instrumental</b> | τῷ        | τῇ       | τῷ     |
| <b>Accusative</b>                          | τὸν       | τὴν      | τὸ     |
| <b>Plural</b>                              |           |          |        |
| <b>Nominative</b>                          | οἱ        | αἱ       | τὰ     |
| <b>Genitive &amp; Ablative</b>             | τῶν       | τῶν      | τῶν    |
| <b>Dative, Locative &amp; Instrumental</b> | τοῖς      | ταῖς     | τοῖς   |
| <b>Accusative</b>                          | τούς      | τάς      | τά     |

### Self-Assessment Exercises

#### Translate the following into English

- ὁ ἀπόστολος διδάσκει τοὺς μαθητὰς ἐν τῷ ἐκκλησιαστικῷ.
- ὁ καθεὶς βίβει τὸν πρῶτον καὶ ἕθροισμα.
- ὁ ἄγγελος τοῦ Μελχίρ τὴν ἰσχυρὰν καὶ λόγιον ἐν τῷ ὄρει.
- οἱ πάντες ἐν τῷ ἐκκλησιαστικῷ ἀγαπᾷ καὶ ἀντιλαμβάνονται καὶ ἄλλοι γὰρ.
- ὁ πρῶτος τὴν ἰσχυρὰν καὶ ἀντιλαμβάνεται καὶ γὰρ.
- ὁ Μελχίρ ἔχει τὴν διδασκαλίαν καὶ εὐχέλαιον.
- ὁ καθεὶς ἀγαπᾷ τὴν ἀκαθαρσίαν καὶ τὴν ἰσχυρὰν ἀντιλαμβάνεται.
- ὁ ἀπόστολος γὰρ ἔχει τὴν βασιλείαν καὶ ἕθροισμα οὐκ ἔστι οὐδὲν.
- οἱ πάντες ἀγαπᾷ τὴν ἐκκλησίαν καὶ τὴν ἰσχυρὰν καὶ ἀντιλαμβάνεται.

10. ὁ πᾶνθῆρεο ἰακβάλεη ἄζηνλ θαὶ θαξπὸλ ἡνῦ πίνῦ ἡνῦ καζεηνῦ.

***Translate the following into Greek***

1. We know the parables of the kingdom and the teachings of the churches.
2. You (pl.) are hearing the words of the prophet and the commandments of the Messiah.
3. The disciples are writing Scriptures of love, peace, and truth to the crowds.
4. The man knows the sins of the sons.
5. The Messiah is teaching the teaching of glory and love.
6. We are hearing the parables of the church.
7. He is destroying churches with words and temples with stones.
8. The tongue of the prophet speaks the teaching of sin and the glory of truth.
9. The disciples are leading the men, and the men are hearing the Scriptures.
10. In the Messiah we have love and peace and truth.

#### **4.0 Conclusion**

In this unit you have been introduced to the nouns of the first declension which have five different declension systems; three of which are feminine nouns and the remaining two are masculine. A word has been used as an example for you to know how to decline each system. You have also been given all the articles by gender, case and number.

#### **5.0 Summary**

The following are the major points you have learnt in this unit:

- There are five declining system in the first declension.
- The first three are feminine nouns
- The last two are masculine nouns
- The full list of the articles in the Greek language by gender, case and number has been given.

#### **6.0 References/Further Reading**

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan. Summers,

Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## Unit 7: Adjectives of the First and Second Declension

### Contents

- 1.0 Introduction
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  - 3.1 Vocabulary Study
  - 3.2 Hints on the Adjectives
  - 3.3 The Use of Adjectives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Reading

### 1.0 Introduction

In the previous unit you have studied the nouns of the second declension which are mostly masculine and neuter nouns. As have been said earlier they are easier to understand than the nouns of the first declension that have sub-classes within the class. In this unit you will be exposed to the nouns of the first declension which are mostly feminine and masculine nouns. The feminine nouns have two types: those ending in  $\epsilon$  and those ending in  $\alpha$ . As you study these declensions, watch out for the differences in the manner in which they are declined.

### 2.0 Intended Learning Outcomes (ILOs)

By the end of this unit you should be able to:

- decline feminine nouns ending in  $\epsilon$
- decline feminine nouns ending in  $\alpha$
- decline masculine nouns of the first declension
- list all the definite articles by gender, case and number.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|                 |                            |                |                 |
|-----------------|----------------------------|----------------|-----------------|
| ἀγαζόο, ή, όλ   | good                       | θαηλόο, ή, όλ  | new             |
| ἀγαπεηόο, ή, όλ | beloved                    | θαθόο, ή, όλ   | bad             |
| ἄιυνο, ε, ν     | other, another (same kind) | θαίόο, ή, όλ   | good, beautiful |
| βαζηηηόο, ή, όλ | royal                      | κηθξόο, ά, όλ  | small, little   |
| δίθαηνο, α, νλ  | righteous, just            | κόλνο, ε, νλ   | only, alone     |
| ἔζραηνο, ε, νλ  | last                       | λεθξόο, ά, όλ  | dead            |
| ἔηεξνο, α, νλ   | another (different kind)   | πηζηηόο, ή, όλ | faithful        |
| πνλεξόο, ά, όλ  | evil                       | πξῶηνο, ε, νλ  | first           |

### 3.2 Hints on the Adjectives

As is the case with nouns, adjectives when used also have gender, number and case. As a result, adjectives must agree with the nouns they modify in gender, number and case. The examples above follow the analogy of the first and second declension. When the stem of the adjective ends in ε, η or ζ, the feminine singular ending will be a long α; otherwise it will be ε. Below are the examples of some declension of adjectives:

#### ἀγαθός

| Case                     | Singular  |          |        | Plural    |          |        |
|--------------------------|-----------|----------|--------|-----------|----------|--------|
|                          | Masculine | Feminine | Neuter | Masculine | Feminine | Neuter |
| <b>Nominative</b>        | ἀγαζός    | ἀγαζή    | ἀγαζόν | ἀγαζόν    | ἀγαζάη   | ἀγαζά  |
| <b>Gen. &amp; Abl</b>    | ἀγαζόν    | ἀγαζήο   | ἀγαζόν | ἀγαζών    | ἀγαζών   | ἀγαζών |
| <b>Da. Lo. &amp; In.</b> | ἀγαζῶ     | ἀγαζῆ    | ἀγαζῶ  | ἀγαζόν    | ἀγαζαῖο  | ἀγαζόν |
| <b>Acc.</b>              | ἀγαζόν    | ἀγαζήν   | ἀγαζόν | ἀγαζόν    | ἀγαζάο   | ἀγαζά  |
| <b>Voc.</b>              | ἀγαζέ     | ἀγαζή    | ἀγαζόν | ἀγαζόν    | ἀγαζάη   | ἀγαζά  |

#### μικτός

| Case                     | Singular  |          |        | Feminine  |          |        |
|--------------------------|-----------|----------|--------|-----------|----------|--------|
|                          | Masculine | Feminine | Neuter | Masculine | Feminine | Neuter |
| <b>Nominative</b>        | κηθός     | κηθά     | κηθόν  | κηθόν     | κηθάη    | κηθά   |
| <b>Gen. &amp; Abl</b>    | κηθόν     | κηθάο    | κηθόν  | κηθών     | κηθών    | κηθών  |
| <b>Da. Lo. &amp; In.</b> | κηθῶ      | κηθά     | κηθῶ   | κηθόν     | κηθαῖο   | κηθόν  |
| <b>Acc.</b>              | κηθόν     | κηθά     | κηθόν  | κηθόν     | κηθάο    | κηθά   |
| <b>Voc.</b>              | κηθέ      | κηθά     | κηθόν  | κηθόν     | κηθάη    | κηθά   |

#### δίκατος

| Case                     | Singular  |          |         | Plural    |          |         |
|--------------------------|-----------|----------|---------|-----------|----------|---------|
|                          | Masculine | Feminine | Neuter  | Masculine | Feminine | Neuter  |
| <b>Nominative</b>        | δίκατος   | δίκατα   | δίκατον | δίκατοι   | δίκαται  | δίκατα  |
| <b>Gen. &amp; Abl</b>    | δίκατον   | δίκαταο  | δίκατον | δίκατοι   | δίκατοι  | δίκατοι |
| <b>Da. Lo. &amp; In.</b> | δίκατι    | δίκατι   | δίκατι  | δίκατον   | δίκαταο  | δίκατον |
| <b>Acc.</b>              | δίκατον   | δίκατα   | δίκατον | δίκατον   | δίκαταο  | δίκατα  |
| <b>Voc.</b>              | δίκατε    | δίκατα   | δίκατον | δίκατοι   | δίκαται  | δίκατα  |

### 3.3 The Use of Adjectives

Adjectives in Greek are used in three ways: attributively, predicatively and substantively.

### ***Attributive Use of Adjectives***

When adjectives are used attributively, they attribute qualities to the noun modified. This kind of construction is made in two ways:

ὁ ἀγαζὸς ἰόγνο  
ὁ ἰόγνο ὁ ἀγαζὸς

Both constructions would be translated “the good word”. You have to note that in both constructions, the adjective is immediately preceded by the definite article. When there is no article used, the context will determine whether the construction is attributive or predicative.

### ***The Predicative Construction***

In the predicative use, the adjective makes an assertion about the noun. There are two possible constructions here too:

ὁ ἰόγνο ἀγαζὸς  
ἀγαζὸς ὁ ἰόγνο

Both constructions would be translated “the word is good.” Note that in this construction, the adjective is not immediately preceded by the article. The placement of the article is helpful in the determination of the usage of the adjective. As said above, when no article is used, the context is helpful in the determination of the use of the adjective.

### ***The Substantive Construction***

This usage occurs when the adjective is made to function as the noun. In such usages, the adjective would be placed in the nominative case without any other noun. For example, ὁ ἀγαζὸς could mean “the good man” and αἱ ἀγαζαί would mean “the good women”.

### **Self-Assessment Exercise**

#### ***Translate the following passages to English***

1. ὁ ἀγαπετὸς καζετηὸ ἀθνήει ηνὸ ἀγαζνὸ ἰόγνπο.
2. πηζηή ή δηδαρή θαι ὁ λόκνο δίθαιηο.
3. ὁ βαζηηηθὸς λόκνο δηδάζθει ηήλ δόμαλ ἀγάπελ.
4. ὁ Μεζζίαο ἐγέξει ηνὸ λεθξνύο.
5. βιέπνκελ ηὸλ θαθὸλ θαξπὸλ θαι ηὸλ θατὸλ ἄξηνλ.
6. νί δίθαιηο ἄλζξσπηη γξάθνπζηλ ἄιελ παξαβνιήλ.
7. νί πξνθίηηη ἰέγνπζη θαηλάο παξαβνιὰο ηνῖο πηζηηνῖο.
8. ὁ ἀπόζηηνο γηλώζει ηνὸ δηθάηηπο θαι ηὰο δηθάηαιο.
9. ἀγαζὸς ὁ ἀδειθὸς θαι δηδάζει ηνὸ πηζηηνὸ ηῆ ἐθθιεζί .
10. ὁ ἐξεξνο ἄλζξσπο ἐρεη ηὸλ λόκνλ θατὸλ δῶξνλ.

### ***Translate the following sentences to Greek***

1. The good woman sees the good days of the kingdom of love.
2. The brothers are first, and the servants are last.
3. The Messiah of the kingdom raises up the faithful men and the faithful women.
4. The son of the just man sees the beloved disciples.
5. Men are destroying the beautiful churches and the new houses.
6. The good women say good things.
7. The new fruit is good, and the houses are bad.
8. The righteous are leading the evil men.
9. The Messiah knows the last days of the kingdom.
10. To the first church the apostle speaks the first parable.

### **4.0 Conclusion**

In this unit you have been taught the use of adjectives in the Greek language. You have been told that adjectives are words that modify the noun and as such they are placed closely to the noun. In the Greek, they take the same gender, number and case with the noun they modify.

### **5.0 Summary**

The following are the major points you have been taught in this unit:

- Adjectives must agree with the noun they modify in gender, number and case.
- Adjectives can be used attributively, predicatively and substantively.
- In attributive usage the adjective is immediately preceded by the article.
- In predicative usage the adjective is not immediately preceded by the definite article.
- In substantive usage the adjective is used as the substantive noun.

### **6.0 References/Further Reading**

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan. Summers,

Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## **Module 2**

|         |  |
|---------|--|
| Unit 1: | Prepositions                           |
| Unit 2: | Present Passive Indicative             |
| Unit 3: | Present Middle Indicative              |
| Unit 4: | Personal Pronouns                      |
| Unit 5: | Demonstrative Pronouns                 |
| Unit 6: | Deponent Verbs and Present Infinitives |
| Unit 7: | Imperfect Active Indicative            |

## **UNIT 1**

### **CONTENTS**

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### **1.0 Introduction**

The last module ended with a study of the adjectives. In this module, you will begin with another element of the sentence which is also very important in that it functions as a word that links nouns, pronouns or phrases to other words within a sentence. They are like words used in joining a sentence together. They do this by expressing position, movement, possession, time and how an action is completed. It is called preposition. Because they are many, you will not be given any vocabulary study for this unit. The prepositions and their meanings would be the words to be memorized for this unit.

### **2.0 Intended Learning Outcomes**

By the end of this unit you should be able to:

- list all Greek prepositions
- give the meaning of all Greek prepositions
- identify prepositions within Greek sentences

### **3.0 Main Content**

#### **3.1 The Greek Prepositions**

Below is a full picture of the prepositions of the Greek language according to their occurrence by meaning and by case.

| S/N | Prepositions | Case         | Meaning  |
|-----|--------------|--------------|--|
| 1.  | ἀλλά         | Accusative   | up, again  |
| 2.  | ἀλλή         | Genitive     | against, instead of                                |
| 3.  | ἀπό          | Ablative     | from, away from                                    |
| 4.  | διὰ          | Ablative     | through, by  |
|     |              | Genitive     | through  |
|     |              | Accusative   | because of   |
| 5.  | ἐξ           | Ablative     | out of   |
| 6.  | εἰς          | Accusative   | into, unto   |
| 7.  | ἐν           | Locative     | in, on   |
|     |              | Instrumental | by   |
| 8.  | ἐπὶ          | Genitive     | upon, on (emphasizing contact), at, by             |
|     |              | Locative     | upon, on, at, over (emphasizing position)          |
|     |              | Accusative   | upon, on, to, up to (emphasizing motion/direction) |
| 9.  | κατά         | Ablative     | down from  |
|     |              | Genitive     | down upon  |
|     |              | Accusative   | along, according to                                |
| 10. | μετά         | Genitive     | with   |
|     |              | Accusative   | after  |
| 11. | παρά         | Ablative     | from   |
|     |              | Locative     | before, by the side of, beside                     |
|     |              | Accusative   | beside, beyond, along                              |
| 12. | περὶ         | Genitive     | about, concerning                                  |
|     |              | Accusative   | about, around                                      |
| 13. | πρὶν         | Ablative     | before   |
| 14. | πρὸς         | Locative     | at   |
|     |              | Accusative   | to, toward, with, at                               |
| 15. | σύν          | Instrumental | with, together with                                |
| 16. | ὑπέρ         | Ablative     | in behalf of, instead of                           |
|     |              | Accusative   | over, above, beyond                                |
| 17. | ὑπό          | Ablative     | by (agency)  |
|     |              | Accusative   | Under  |

As indicated earlier, instead of having new vocabularies for this unit, the above true prepositions of the Koine Greek would be a good alternative. They are to be studied and memorized as the vocabularies for this lesson.

### 3.2 Notes on the Prepositions

Prepositions are words that are used to help substantives to express their case functions. They are called prepositions because their position is immediately before the substantives they are associated with.

Prepositions were developed to aid in expressing the case functions which were already in use by the Greek language. The translation of the prepositions depends however on some other factors. In order to translate the prepositions accurately, the following should be observed:

- a. The basic meaning of the prepositions as indicated in the vocabularies above,
- b. The case construction with which the preposition is used, and
- c. The use as indicated by the context of the passage.

The preposition is also used to express emphasis thereby altering the meaning of the verb with which it is associated. For example, the Greek verb βλέπω as already known means „I see“ but when associated with the preposition „δη“ and we have δηαβλέπω the meaning would be „I see through“ literally and „I see clearly“ in polished English.

### 3.3 Forms of Prepositions before Vowels

Remember that when a vowel or rho (ξ) begins a Greek word, it must carry a breathing mark. These breathing marks make some prepositions to change form. This is however completed by the presence of a vowel beginning the following word. As the prepositions come in contact with these words, they drop their last letter, which is a vowel (a process called elision). The following chart should be memorized:

| Prepositions | Before Smooth Mark | Before Rough Mark |
|--------------|--------------------|-------------------|
| ἀλλά         | ἀλ'                | ἀλ'               |
| ἀλλή         | ἀλλή'              | ἀλλζ'             |
| ἀπό          | ἀπ'                | ἀθ'               |
| δή           | δή'                | δή'               |
| ἐθ           | ἐμ                 | ἐμ                |
| ἐπ           | ἐπ'                | ἐθ'               |
| θαηά         | θαη'               | θαζ'              |
| κεηά         | κεη'               | κεζ'              |
| παξά         | παξ'               | παξ'              |
| ὑπό          | ὑπ'                | ὑθ'               |

The following rules are to be observed:

1. Drop the final vowel before a vowel.
2. π becomes θ before a rough breathing mark.
3. η becomes ζ before a rough breathing mark.
4. θ becomes μ before any breathing mark.

### 4.0 CONCLUSION

In this unit you have been taught extensively that prepositions are words that express relationships between two words. They can also be used to express emphasis. When they are used to express emphasis, they alter the meaning of such words they are joined with. When prepositions occur before words that begins with vowels, they are bound to

change form because of the process of elision (as some of the vowels ends with a vowel) and also their interaction with the breathing marks on top of the vowel.

## 5.0 SUMMARY

The following are the major points you have learnt in this unit:

- Prepositions are used to express relationship between two words (substantives).
- Prepositions change form as they come into contact with words that begin with vowels because of elision (for those that ends with a vowel) and the influence of breathing marks.

### Self-Assessment Exercise

#### Translate the following sentences to English

1. ὁ ἀπόζηνινο δηδάζηθει ἐλ ηῆ ἐθθηεζία.
2. ὁ καζεηῆο ἰέγει παζαβνιῆλ πεξι ηῆο βαζηείαο.
3. θεξνζζηηλ ἄζηηλ ἐθ ηνῦ νῖθνοπ θαὶ πεξὸ ηνῦ ἄλζξώπνοπ.
4. ἱακβάλνκελ ἀγαζάο δηδαράο ἀπὸ ηνῦ πεζηηνοῦ ἀδειθνοῦ.
5. νῖ πινὶ ηοῦ πεζθῆηηηηπ ἰέγνπζη ἰόγνπ θαηὰ ηῆλ ἀηῆζεηαλ.
6. δηὰ ηῶλ γζαθῶλ ηῶλ καζεηῶλ γηλωζθονκελ ηὸλ λόκνλ.
7. ὁ ἀδειθὸς πέκπεη ηοῦ καζεηάο ἐθ ηῶλ ὀηθσλ θαὶ εἰο ηῆλ ἐθθηεζίαλ.
8. ὁ Μεζίαο ἰέγει παζαβνιῆλ ἐλ ἰόγνηο ἀεζείαο.
9. ὁ Μεζίαο ἐγειζεη ηοῦ λεθζνοῦ ἐθ ζαλάηηηπ.
10. δηὰ ηῆλ δόμαλ ηῆο ἐθθηεζίαο ἰέγει παζαβνιῆλ ἀγάπεο.

#### Translate the following sentences to English:

1. The faithful prophets are leading the righteous disciples of the Messiah into the church.
2. After the son the man sees the brother.
3. The man is saying a good word to the disciple and is leading the sons into the house.
4. The apostle is teaching the men with the sons.
5. Through the word of the Messiah the apostles are raising the dead from death.
6. He speaks the truth in love and leads the sons into the kingdom of peace.
7. Through the Scriptures we know the Lord's teachings.
8. They are hearing the words of love from the faithful messenger.
9. We are taking good fruit instead of bad fruit.
10. After the parable he teaches good things concerning the last days.

## 6.0 References/Further Readings

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan.

Summers, Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## Unit 2: Present Passive Indicative

### CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Objectives
- 3.0 Main Content
  - 3.1 Vocabulary Study
  - 3.2 The Present Passive Indicative
  - 3.3 The Usages of the Passive Voice
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Readings

### 1.0 Introduction

In the last unit you were taught the prepositions. All the prepositions of the Greek language were given to you and it is expected that by now you know all the prepositions and their meanings. In this unit, you will be introduced to the present passive indicative. This is the voice in which the subject is receiving the action. You will recall that up to this moment, you have only been dealing with verbs in the present active indicative. So, welcome to the world of the passive verbs.

### 2.0 Intended Learning Outcomes

By the end of this unit you should be able to:

- identify the present passive indicative forms of the verbs
- write the present passive indicative forms of Greek verbs
- recall the vocabularies learnt to date
- write the present passive indicative of all verbs you have been given so far
- discuss the usages of the passive voice.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|            |                 |            |           |
|------------|-----------------|------------|-----------|
| ἀλαγηλώζωσ | I read          | βάωσ       | I throw   |
| βαπηίδσ    | I baptize       | θεξύζζσ    | I preach  |
| κέλσ       | I remain, abide | ζώδσ       | I save    |
| ἔξεκνο, ἦ  | desert          | δσῆ, ἦ     | life      |
| ζεόσ, ό    | * god           | θαξδία, ἦ  | heart     |
| θόζκνο, ό  | world           | όδόσ, ἦ    | road, way |
| νύξαλόσ, ό | heaven          | ηέθλνλ, ην | child     |
| ηόπνο, ό   | place           | θσλή, ἦ    | voice     |

\* When the word carries an article, it will be translated „God“ and without an article, it will mean „a god“.

### 3.2 The Present Passive Indicative

The significance of the passive voice in the Greek is as the same as in English language. It is used when the subject is being acted upon by an outside agent. Present active indicative of λύω is “I am loosing” and the present passive would be “I am being loosed”. This means that the present passive pictures continuous action being received by the subject at the present time.

The primary endings of the present passive are: κται, ζται, ηται, κεζα, ζζε and ληται. These are added to the stem of the word by means of the variable vowel which is either υ or ε. It has to be noted however that in the second person singular, a significant change occurred during the development of the language. The sigma sound got lost and the ε and α sound got contracted to ε, and the η became a subscript. This would be reflected in the paradigm below.

**The Present Passive Indicative of λύω is as follows:**

| Type of Verb                    | Greek Verb Form | English Translation           |
|---------------------------------|-----------------|-------------------------------|
| 1 <sup>st</sup> Person Singular | λύομαι          | I am being loosed             |
| 2 <sup>nd</sup> Person Singular | λύεσαι          | you (s) are being loosed      |
| 3 <sup>rd</sup> Person Singular | λύεται          | he, (she, it) is being loosed |
| 1 <sup>st</sup> Person Plural   | λύομεθα         | we are being loosed           |
| 2 <sup>nd</sup> Person Plural   | λύεσθε          | you (p) are being loosed      |
| 3 <sup>rd</sup> Person Plural   | λύονται         | they are being loosed         |

### 3.3 The Usages of the Passive Voice

#### When Direct Agent is indicated

When the direct agent producing the action on the subject is indicated, the construction is ὑπό with the genitive. For example, δηδάσθηται ὑπὸ ἡγουμένου means “he is being taught by the messenger”.

#### When Indirect Agent is indicated

When the agent indicated is the indirect (that is, the agent through which the original agent acts), the construction is διὰ with the genitive. For example, ὁ κόσμος ἐγένετο διὰ αὐτοῦ which means “the world was made through him”. In this passage, Christ is seen as the intermediate agent of creation while God is the original agent.

#### When Impersonal Agent is indicated

When the agent is impersonal, the construction is the dative with or without the preposition ἐκ. For example, νί ἄλλοις σπινθηροδότηται ἐκ τοῦ λόγου τοῦ Μεσσίας which means “the men are being saved by the word of the Messiah”.

#### When no Agent is expressed

Sometimes, the passive is used without any agent indicated. An example is the simple word ἐγείξεσθαι which means “he is being raised up”.

#### 4.0 CONCLUSION

In this unit you have been taught the various usages of the present passive voice. It can be used when the direct agent or indirect agent are expressed. It can also be used when an impersonal agent is used or when no agent is expressed. All these usages are constructed uniquely.

#### 5.0 SUMMARY

The following are the major points that you have learnt in this unit:

- When the direct agent is indicated, the construction is ὑπὸ with the genitive.
- When the agent indicated is the indirect, the construction is δηὰ with the genitive.
- When the agent is impersonal, the construction is the dative with or without the preposition ἐλ.
- Sometimes, the passive is used without any agent indicated

#### Self-Assessment Exercises

##### A. Translate the following sentences to English

1. νί νῖθνο ὑνλῆσαι ὑπὸ ηῶλ πνλεξῶλ ἀλζζῶπνλ.
2. ἡ ἀτῆζεσθαι δηδάζθεσθαι ἐλ ηνῖο ἰόγνηο ηνῦ ἀπνζήόινπ.
3. ὁ πηζηῆδο ἀδειθδο ζῶδεσθαι ὑπὸ ηνῦ καζεηνῦ ηνῦ Μεζζζίνλ.
4. ὁ πῖδο ηνῦ Θενο θεζύζζεσθαι ἀγάπελ θαὶ ἀτῆζεσθαι.
5. δσῆ ἀπὸ ηνῦ πῖνῦ κέλεσ ἐλ ηνῖο δηθαίνηο ἀλζζῶπνηο.
6. θσλῆ ἀθνύεσθαι ἐλ ηῆ ἐξήκ θαὶ ὀδο βιέπεσθαι εἰο νύζαλόλ.
7. ὁ ἀγαζδο πζνθήηεο βαπηῖδεσ ηὰ ηέθλα.
8. ὁ Θεδο γηλῶζεσθαι ηὰο θαξδῖαο ηῶλ ἀλζζῶπσλ θαὶ πέκπεσ παζαβνιῆλ δσῆο.
9. ἀλαγηλῶζθονκελ ηῆλ γζαθῆλ θαὶ γηλῶζθονκελ ηῆλ ὀδὸλ ἀγάπεο.
10. νί ὄρηνη ἀθνύνπζεσ ηὰ ἀγαζὰ ηῆο βαζηεῖαο ηνῦ Θενο θαὶ ζῶδνλῆσ ἐθ ηνῦ θόζκνπ.

##### B. Translate the following sentences to Greek

1. A parable of the kingdom of heaven is being taught by the faithful apostle.
2. The disciple knows the Son of God and is being saved by the words of truth.
3. The love of God is being preached by the disciples, and they are baptizing the children.
4. The Scripture is being read, and the crowds are being saved from the world.
5. The good women know the life of peace and the way into the kingdom of God.
6. A voice of love, peace, and truth is being raised up at a place in the desert.
7. Hearts are being saved and are abiding in God.
8. Stones are being thrown by evil children into the house of the prophet.

## **6.0 References/Further Readings**

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan. Summers,

Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## UNIT 3: PRESENT MIDDLE INDICATIVE

### CONTENTS

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- 2.0 Intended Learning Objectives
- 3.0 Main Content
  - 3.1 Vocabulary Study
  - 3.2 Introducing the Middle Voice
  - 3.3 The Functions of the Middle Voice
  - 3.4 The Form of the Middle Voice
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Readings

### 6.0 Introduction

In the last unit you were taught the present passive indicative. During the course of study, you were taught how to write the present passive indicative forms of the Greek verb. Having done this, you are ripe to be exposed to the present middle indicative forms of the verb. Though not present in the English language which you are familiar with, the middle voice plays significant role in the Greek language and so has to be understood in all its nuances.

### 2.0 Intended Learning Outcomes

By the end of this unit you should be able to:

- identify the present middle indicative forms of the verbs
- write the present middle indicative forms of Greek verbs
- recall the vocabularies learnt to date
- write the present middle indicative of all verbs you have been given so far
- discuss the usages of the middle voice.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|          |                         |          |           |
|----------|-------------------------|----------|-----------|
| αἶξο     | I take up               | δνμάδο   | I glorify |
| ἀπνζηέιο | I send (with a message) | έζζίο    | I eat     |
| βαίο     | I go                    | θξίλο    | I judge   |
| ἀλαβαίο  | I go up                 | θαηαβαίο | I go down |

#### 3.2 Introducing the Middle Voice

As indicated above, there is no equivalent of the Greek middle voice in the English language. In the middle voice, the subject is acting in such a way that it participates in the result of the action. The subject, at this point, rather than the action is the focal point or the point of emphasis.

### 3.3 The Functions of the Middle Voice

The middle voice in the Greek language is used in three different ways: the reflexive middle, the intensive middle and the reciprocal middle.

#### The Reflexive Middle

This is the nearest to the basic idea of the middle voice. It is the one that pictures the result of the action directly to the agent. For example, ὁ ἄλλυξισπνο ἐγείξεηαι which means, “the man is raising himself up”.

#### The Intensive Middle

The intensive middle stresses the agent producing the action rather than its participation in the action. For example, δηδάζεηαι ηήλ ἀτήζεηαι which means “he is teaching the truth”. The emphasis is on “he”. The idea is that he and no other person is doing the teaching. This corresponds to the pi’el stem of the Hebrew language which is the dynamic middle voice.

#### The Reciprocal Middle

In the reciprocal middle a plural subject that is engaged in an interchange of action is pictured. For example, νί ἄλλυξισπνη δηδάζθονληηαι which means “the men are teaching one another”.

It has to be stated that the above three usages of the middle voice do not capture the total force of the middle voice but has given the general idea of the construction.

### 3.4 The Form of the Middle Voice

It has to be stated that the forms of the middle voice in the present, imperfect and perfect tenses are the same as the passive voice. The difference is one of function. The context of the passage will indicate whether the construction is middle or passive in function. Thus, the form of the present middle indicative of ἴσ is:

| Type of Verb                    | Greek Verb Form | English Translation   |
|---------------------------------|-----------------|---|
| 1 <sup>st</sup> Person Singular | ἴνκαη           | I loose myself, or I loose for myself                           |
| 2 <sup>nd</sup> Person Singular | ἴ               | you loose yourself, or you loose for yourself                   |
| 3 <sup>rd</sup> Person Singular | ἴηηαι           | he, (she, it) loses himself, or he, (she, it) loses for himself |
| 1 <sup>st</sup> Person Plural   | ἴνκεζα          | we loose ourselves, or we loose for ourselves                   |
| 2 <sup>nd</sup> Person Plural   | ἴεζζε           | you loose yourselves, or you loose for yourselves               |
| 3 <sup>rd</sup> Person Plural   | ἴνληηαι         | they loose themselves, or they loose for themselves             |

## 4.0 Conclusion

In this unit you have been taught the middle voice in the Greek language. In the middle voice, the subject is acting in such a way that it participates in the result of the action. It is used in three major ways: the reflexive middle, the intensive middle and the reciprocal middle. It is also noted that the form of the middle voice is identical to that of the passive and so it is the context that would determine the form to take in translation.

## 5.0 Summary

The following are the major points you have learnt in this unit:

- The middle voice concept does not exist in the English language.
- In the middle voice, the subject is acting in such a way that it participates in the result of the action.
- The forms of the middle voice in the present, imperfect and perfect tenses are the same as the passive voice.
- The middle voice is used in three major ways: the reflexive middle, the intensive middle and the reciprocal middle.

### Self-Assessment Exercises

#### A. Translate the following sentences to English:

1. νί ἄλλξξσπνη ιακβάλνληηαι ἄξηνλ θαί θαξπόλ.
2. νί καξεηαί δηδάζθνληηαι ηόλ ιόγνλ ηῆο ἀιεξείαο.
3. θξῦλεηαι ἔλ ηῆ παξαβνιῆ ηνῦ πξνθήηνπ.
4. ό Μεξζζίαο ζπλαγεηαι ηνῦο ὄρνπο ειο ηελ βαζηηείαλ.
5. νί πηρηόη ἀδειθνί ἀλαβαίλνπζη πξόο ηό ιεξόλ ζύλ ηνῖο πίνῖο ηῶλ πξνθεηῶλ.
6. ό ἄγγειο ἀπνζηεῖηαι ὑπὸ ηνῦ Θεοῦ ἐθ ηνῦ νῖθνοπ θαί ἐηο ηῆο ἔξεκνλ.
7. ἄξηνπζη ιῖνπο θαί βάλνπζη ηνῦο ἀπνζηόηνο ἐθ ηνῦ ιεξνῦ ειο ηῆλ ὁδόλ.
8. ἡ ὁσλή ηνῦ πξνθήηνπ ἀθνύεηαι θαί πνλεξνί ἄλλξξσπνη βαίλνπζη ἐθ ηῆο θαθῆο ὁδνῦ ἐηο ηῆλ ὁδόλ ἀγάπεο θαί εἰζήλεο.
9. νί ὄρνη ἐξζῖνπζηλ ἄξηνλ θαί ό Μεξζζίαο δνμάδεηαι.
10. ἄλλξξσπνη ηνῦο θόζκν δνμάδνληηαι, δίθαηηηη ἄλλξξσπνη δνμάδνπζη ηόλ Θεόλ.
11. ἀγαξνί ἄλλξξσπνη δηδάζθνληηαι ηνῦο λόκνοπ θαί ηῶο ἔληνῖο ηνῦ Θεοῦ.
12. νί ἄγγειο ἀπνζηεῖηαι πξόο ηνῦο πίνῖο ἀλλξξώπολ ἔλ ηαῖο ἐθθεῖηαι.
13. ό Θεόο ἀπνζηεῖηαι ηόλ Μεξζζίαλ ειο ηόλ θόζκνλ θαί ό Μεξζζίαο πέκπεη δῶξα ηῆο ἀγάπεο ηοῖο καξεηαῖο.
14. αἱ γξαθαί ἀλαγελῶζθνληηαι, ἄλλξξσπνη ζῶδνληηαι, θαί νί λεθξοί εγείξνληηαι.

#### Translate the following sentences to Greek

1. The word of truth is being heard in the world.
2. The sons of the kingdom are judging one another by the parable of the Messiah.
3. God himself sends apostles into the way of evil men.

4. He is taking for himself gifts of bread and fruit.
5. The truth is being taught by the faithful apostles.
6. They go down from the houses, they go up to the church, and they glorify God.
7. The brothers are sending gifts to one another and eating bread in peace.
8. The men of the world are gathering themselves in bad places and are saying to one another evil words.

## **6.0 References/Further Readings**

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan. Summers,

Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## UNIT 4      PERSONAL PRONOUNS

### CONTENTS

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### 1.0 INTRODUCTION

In the last unit you were taught the middle voice. In this unit you would be introduced to the personal pronouns of the Greek Language.

### 2.0 Intended Learning Outcomes

By the end of this unit you should be able to:

- decline the first person personal pronoun
- decline the second person personal pronoun
- decline the third person personal pronoun
- identify how personal pronouns are used in the Greek language
- comment on the use of autos in the nominative position
- determine the use of the alternate pronoun forms
- identify enclitics.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|        |             |      |                    |
|--------|-------------|------|--------------------|
| ἐγσ    | I           | εἶκί | I am               |
| ζύ     | you (sing)  | δέ   | but, and, moreover |
| αὐτόο, | he, she, it | νὺ   | not                |

NB: νῶ would become νῶθ before vowel with smooth breathing mark and become νῶρ before vowels with rough breathing mark.

### 3.2 Grammatical Hints

δέ is postpositive, that is, it cannot stand in the first position in a sentence or clause. Its normal position is in the second position, although sometimes it appears in the third place. For example, ὁ ἀπόζηνηνο νῶθ ἀλαβαίλεη πζῶο ηήλ ἐθθηεζίαλ, ὁ δὲ καζεηήο θαηαβαίλεη πζῶο ηῶλ νῖθνλ which means “the apostle did not go up into the church, but the disciple goes down into the house”.

In the Greek language, the negative particle is usually placed immediately in front of the word it negates. This means that its normal position is in front of the verb. For example, ὁ ἀπόζηνηνο **οὐκ ἀναβαίνει** πζῶο ηήλ ἐθθηεζίαλ which means “the apostle did not go up into the church”.

### 3.3 Declension of the First-Person Personal Pronoun

The first-person personal pronoun is declined as follows:

| Case       | Singular Pronoun | Meaning | Plural Pronoun | Meaning |
|------------|------------------|---------|----------------|---------|
| Nominative | ἐγῶ              | I       | ἡκεῖο          | we      |
| Genitive   | ἐκνῦ or κνπ      | of me   | ἡκῶλ           | of us   |
| Dative     | ἐκνί or κνη      | to me   | ἡκῖλ           | to us   |
| Accusative | ἐκέ or κε        | - me    | ἡκᾶο           | - us    |

Note that the alternative forms κνπ, κνη and κε are the un-emphatic forms of the personal pronoun and are enclitic. The other forms are used when emphasis is on the personal pronoun.

### 3.4 Declension of the Second Person Personal Pronoun

The second person personal pronoun is declined as follows:

| Case       | Singular Pronoun | Meaning | Plural Pronoun | Meaning |
|------------|------------------|---------|----------------|---------|
| Nominative | ζύ               | you     | ύκεῖο          | you     |
| Genitive   | ζνῦ or ζνπ       | of you  | ύκῶλ           | of you  |
| Dative     | ζνί or ζνη       | to you  | ύκῖλ           | to you  |
| Accusative | ζέ or ζε         | - you   | ήκᾶο           | - you   |

Note that the alternative forms ζνπ, ζνη and ζε are the un-emphatic forms of the personal pronoun and are enclitic. The other forms are used when emphasis is on the personal pronoun.

### 3.5 Declension of the Third Person Personal Pronoun

The third person personal pronoun is declined as follows:

### Singular

| Case              | Masculine |        | Feminine |        | Neuter  |       |
|-------------------|-----------|--------|----------|--------|---------|-------|
| <b>Nominative</b> | αὐτόο     | He     | αὐτήή    | she    | αὐτόό   | it    |
| <b>Genitive</b>   | αὐτοῦνῶ   | of him | αὐτηῆο   | of her | αὐτοῦνῶ | of it |
| <b>Dative</b>     | αὐτῶ      | to him | αὐτῆῖ    | to her | αὐτῶ    | to it |
| <b>Accusative</b> | αὐτόολ    | - him  | αὐτήήλ   | - her  | αὐτόό   | - it  |

### Plural

| Case              | Masculine |        | Feminine |        | Neuter |       |
|-------------------|-----------|--------|----------|--------|--------|-------|
| <b>Nominative</b> | αὐτοῖν    | He     | αὐταῖ    | she    | αὐτά   | it    |
| <b>Genitive</b>   | αὐτῶλ     | of him | αὐτῶλ    | of her | αὐτῶλ  | of it |
| <b>Dative</b>     | αὐτοῖο    | to him | αὐταῖο   | to her | αὐτοῖο | to it |
| <b>Accusative</b> | αὐτοῦο    | - him  | αὐτάο    | - her  | αὐτά   | - it  |

## 3.6 The Use of Personal Pronouns in Greek

The use of personal pronouns in Greek is very similar to that of English language. They are used in place of nouns so that monotony could be avoided. The noun for which a pronoun stands is called the antecedent. A pronoun must agree with its antecedent in gender and number. In other words, if the antecedent is feminine and singular, the pronoun must be the feminine and singular form. However, it has to be noted that the case of the pronoun is determined by its use in the sentence. Care has to be taken at this point especially in translation from the English language to the Greek language. For example, if you are to translate “I have a church and remain in it” you must note that “it” is the pronoun and the antecedent is “church”. It then must agree in number and gender with church, but you must remember that in the Greek language, “church” is in the feminine and not the neuter as it is in the English language.

The personal pronouns are not used in the nominative as subjects of verb unless there is an emphasis placed on them. This is because subjects are taken care of in the personal endings of the verbs. Emphases however are usually called out when clauses are placed in contrast to one another. For example, the sentence “I am speaking but you are writing” would be written thus: ἐγὼ λέγω, ζὺ δὲ γράθεις.

## 3.7 The Use of αὐτόο

αὐτόο is not usually used in the nominative case. However, when it is used in the nominative case, its function would not be that of a personal pronoun. The following are the functions of αὐτόο in the nominative as based on its position:

### In the Attributive Position

When used in the attributive position (you may need to revise this position from the unit on adjectives), whether in the nominative position or not, αὐτόο is translated “same”.

Therefore, ὁ ἀπόζηνινο ὁ ἀηόο or ὁ ἀηόο ἀπόζηνινο will be translated “the same apostle”.

### In the Predicative Position

When used in the predicative position, it is believed to be intensive and thus would be translated “himself”. Therefore, ἀηόο ὁ ἀπόζηνινο or ὁ ἀπόζηνινο ἀηόο would be translated “the apostle himself”. It has to be noted that when ἀηόο is used in the intensive form, it is usually found with pronouns or unexpressed subjects of the verb. For example, ἀηόο ἐγῶ ἰέγσ or ἀηόο ἰέγσ would be translated “I myself say”.

### The Use of the Alternate Pronoun Forms

The alternate pronoun forms indicated in the table above are called the enclitics or the non-emphatic forms of personal pronouns. They are usually used in the genitive case to express possession. Literally in Greek, for example, the phrase “my word” is “the word of me”, hence it would be written ὁ ἰόγνο κνπ. If emphasis is however required, the correct form would be learnt later for that is the “possessive adjective”.

### 3.9 Present Indicative of εἰμί

| Singular |                  | Plural  |           |
|----------|------------------|---------|-----------|
| εἰκί     | I am             | ἐζκέλ   | we are    |
| εἶ       | you are          | ἐζηέ    | you are   |
| ἐζηί(λ)  | he, (she, it) is | εἰζί(λ) | they were |

Note the following about the εἰκί verb:

- All the forms except εἶ are enclitics.
- It does not have a voice since it describes state of being and not action.
- As shown in the table ἐζηί and εἰζί takes the movable nu.
- The verb requires a subject complement rather than an object to complete its meaning. This is an example of the predicate nominative. For example, ὁ ἄλζζσπνο ἐζηηλ ἀπόζηνινο would be translated “the man is an apostle”.

### 3.10 Enclitics

Enclitics are Greek words which under normal conditions do not have accents of their own and are pronounced with the words preceding them. The ones you have studied so far are: κνπ, κνη, κε, ζνπ, ζνη, ζε, all the present indicative forms of εἰκί except εἶ. They usually throw their accent forward to the word preceding them. For the purposes of accenting, enclitics which have long syllables are considered short when added to the preceding word. For example, ὁ ἰόγνο κνπ would be looked upon as a four-syllable word: ὁ ἰόγνο κνπ. In such cases, the long syllable νπ does not prevent an acute accent on the antepenult.

However, the following principles of accent for enclitics must be kept in mind:

- An enclitic at the beginning of a sentence retains its accent as in ἐζκέλ ἄλζξσπνπ.
- An enclitic or proclitic that comes before another enclitic is accented as in ὁ ἀδειθόο κνύ ἐζηηλ ἀγαζόο.
- An acute accent on the ultima is retained in a word standing before any enclitic. It does not change to grave as in ὁ Θεόο ἐζηηλ ἀγαζόο.
- If a word preceding an enclitic has an acute accent on the antepenult, or a circumflex on the penult, it takes an additional acute accent on the ultima as in ὁ νίθόο κνπ.
- If a word preceding an enclitic has an acute accent on the penult or a circumflex or acute on the ultima, an enclitic of one syllable loses its accent as in ὁ Θεόο κνπ.
- If a word preceding an enclitic has an acute accent on the penult or a circumflex on the ultima, an enclitic of two syllables retains its accent as in ὁ τόγνο ἐζηηλ ἀγαζόο.

#### 4.0 CONCLUSION

In this unit you have been given all the declensions of the personal pronouns in all the persons. You have also been taught the use of the personal pronoun in the Greek language including the use of αὐηὸ which is determined by the position it takes, that is, the predicative and the attributive positions. The enclitics and the rules guiding the placement of the accent on the enclitics and the proclitics have been given.

#### 5.0 SUMMARY

The following are the major points you have learnt in this unit:

- The pronoun is used in place of nouns to avoid monotony.
- The noun which a pronoun stands for is called the antecedent.
- The pronoun must agree with its antecedent in gender and number.
- The case of the pronoun is determined by its function in the sentence.
- When αὐηὸ is used in the nominative case its function is not that of a personal pronoun.
- If it appears in the attributive position, it is translated “same”.
- If it appears in the predicative position, it is translated “himself”.

#### Self-Assessment Exercise

##### A. Translate the following sentences to English

1. νί καζεηαί ζνπ γηλώζθνπζη ηηλ ἐθθιεζίαλ θαὶ ἄγνπζη ηνὺ ἀδειθνὺ αὐηῶλ εἰο αὐηήλ.
2. δηδάζθσ ηνὺ πίνὺ κνπ θαὶ ἰέγσ αὐηνῖο παξαβνιήλ.

3. δηὰ ζνῷ ὁ Θεὸς ἄγει ηὰ ηέθλα εἰο ηήλ βαζημείαλ αὐηνῷ θαὶ δη' αὐηῶλ ηνῷ ἄγγεινζο.
4. ἐγὼ εἰκη δνῷνο, ζῷ δὲ εἶ ἀπόζηηννο.
5. ἐζηὲ πξνθῆηαι ηνῷ Θενῷ θαὶ ἄγγεινη ἀγάπελ.
6. ὁ ἀπόζηηννο πηζῆοο ἐζηηλ, νί δὲ δνῷνη αὐηνῷ εἰζὶ πνλεξνί.
7. νί ἀδειθνὶ ἡκῶλ βιέπνπζηλ ἡκᾶο θαὶ ἡκεῖο δηδάζθοσκελ αὐηνῷο.
8. ηηλῶζθνελ ηήλ ὀδόλ, θαὶ δη' αὐηῆο ἄγκελ ὑκᾶο εἰο ηὸλ νῖθνλ ἡκῶλ.

**B. Translate the following sentences to Greek**

1. My brothers are in the church of God.
2. We are saying a parable to you, but you are saying other things to us.
3. The Messiah's disciples are leading their children into his kingdom.
4. My commandment is righteous, and my laws are good.
5. Your house is bad, and I am leading my children from it.
6. I am a son, but you are a servant.
7. The disciple himself is saying a parable to the crowd.
8. The same disciple is being heard by the sons of men.
9. I myself am leading my sons to God.
10. The man is good, and I am teaching him the way to my house.
11. He himself is bearing my gifts and his gifts to the temple.
12. God knows his sons and is leading them out of the world into the church.

**6.0 References/Further Readings**

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan. Summers,

Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## UNIT 5 DEMONSTRATIVE PRONOUNS

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#### 1.0 Introduction

In the last unit you have been taken through the study of the personal pronouns and how they function in the Greek language. All the declension of the personal pronouns by case, gender and number are all given. In this unit you will be taken a step further to study the demonstrative pronouns.

#### 2.0 Intended Learning Outcomes

By the end of this unit you should be able to:

- identify the two types of demonstrative pronouns
- decline the demonstrative pronouns by case, gender and number.

#### 3.0 Main Content

##### 3.1 Vocabulary Study

|               |                |                    |                    |
|---------------|----------------|--------------------|--------------------|
| ἀκαξιάλσ      | I sin          | ἀκαξία, ε          | sin                |
| ἀκαξισίο, ό   | sinner         | γάξ                | (postpositive) for |
| δηδάζθαίνο, ό | teacher        | έθεϊλνο, ε, ν      | that               |
| έπαγγεία, ή   | promise        | εὐαγγέτηνλ, ην     | gospel, good news  |
| θύξηνο, ό     | lord, the Lord | ιαόο, ό            | people             |
| όηη,          | because, that  | νύηνο, αὐηε, ηνύην | this               |
| ραζά, ή       | joy            | Υξηζήόο, ό         | Christ             |

##### 3.2 Grammatical Hints

There are two demonstrative pronouns in Greek language. We have the near demonstrative (νῦνο) which is used to point out something near at hand. There is also the remote demonstrative (ἐθεῖνο) which is used to point out something further removed.

### 3.3 The Functions of the Demonstrative Pronouns

Demonstrative pronouns can be used by themselves with the force of a substantive. For example, νῦνο βλέπει ἡδὲ νῖθνλ would be translated “this man sees the house”; ἐθεῖνο γηλῶζθει ἡδὲ ἀπόζηνινλ would be translated “that man knows the apostle”. Substantively, νῦνη would mean “these men”; ἐθεῖνη would mean “those men” and ηνῦην would mean “this thing”.

Demonstrative pronouns can also be used with a force similar to that of an adjective. In the adjectival use of the demonstrative pronoun, if the noun carries the article, then the demonstrative pronoun is in the predicate position. For example, νῦνο ὁ ἄλζξσπνο or ὁ ἄλζξσπνο νῦνο would be translated “this man”. This can be used with any of the demonstrative pronouns no matter the case function. For example, in the following sentence, it comes up in the accusative case: βλέπω ἐθεῖελ ηελ ἐθθηεζίαλ. This sentence would be translated “I see that church”.

### 3.4 Declension of the Demonstrative Pronoun

The demonstrative pronouns are declined like the adjectives of the first and second declension that has been treated earlier. In case you cannot remember vividly, go back and read the unit all over again. You need to observe that in the paradigm below the λ ending of the neuter singular nominative and the singular accusative have dropped out. Now observe the paradigms properly:

|      | Singular  |          |        | Plural    |          |         |
|------|-----------|----------|--------|-----------|----------|---------|
| Case | Masculine | Feminine | Neuter | Masculine | Feminine | Neuter  |
| Nom  | ἐθεῖνο    | ἐθεῖνε   | ἐθεῖν  | ἐθεῖνη    | ἐθεῖναι  | ἐθεῖνα  |
| Gen  | ἐθεῖνπ    | ἐθεῖνεο  | ἐθεῖνπ | ἐθεῖνσλ   | ἐθεῖνσλ  | ἐθεῖνσλ |
| Dat  | ἐθεῖλ     | ἐθεῖνε   | ἐθεῖλ  | ἐθεῖνηο   | ἐθεῖναιο | ἐθεῖνηο |
| Acc  | ἐθεῖνλ    | ἐθεῖνελ  | ἐθεῖν  | ἐθεῖνπο   | ἐθεῖναιο | ἐθεῖνα  |

In the case of νῦνο, the stem as well as the endings experiences some changes. You will be able to observe in the paradigm below that when the ultima has an v-sound vowel, the stem will be νπ diphthong but when the ultima has another sound (α or ε), the stem vowel will be απ diphthong.

|      | Singular  |          |        | Plural    |          |         |
|------|-----------|----------|--------|-----------|----------|---------|
| Case | Masculine | Feminine | Neuter | Masculine | Feminine | Neuter  |
| Nom  | νῦνο      | αῦνε     | ηνῦην  | νῦνη      | αῦναι    | ηαῦνα   |
| Gen  | ηνῦηνπ    | ηαῦνεο   | ηνῦηνπ | ηνῦησλ    | ηνῦησλ   | ηνῦησλ  |
| Dat  | ηνῦη      | ηαῦνε    | ηνῦη   | ηνῦηνηο   | ηαῦναιο  | ηνῦηνηο |
| Acc  | ηνῦηνλ    | ηαῦνελ   | ηνῦην  | ηνῦηνπο   | ηαῦναιο  | ηαῦνα   |

## 4.0 Conclusion

In this unit you have been taught the demonstrative pronouns of the Greek language. The first is the near demonstrative and the second is the far demonstrative. You have also been taught demonstratives can be used as a substantive as well as an adjective but in the predicate position. Demonstratives are also declined as adjectives of the first and second declension. You have also been given the full declension of the demonstratives in gender, number and case.

## 5.0 Summary

The following are the major points you have learnt in this unit:

- There are two types of demonstratives: the far and the near.
- They can be used as substantives
- They can also be used as an adjective in the predicate position
- They are declined like adjectives of the first and second declension

### Self-Assessment Exercise

#### A. Translate the following sentences to English:

1. νῦν ο ἄλλξξσπνο γηλῶζθεη ἐθεῖνλ ηὸλ ἄλλξξσπνλ.
2. ὁ ἀκαξησιόο ἔρεη ἀκαξηίαλ ἐλ ηῆ θαξδί αὐηνῦ θαὶ νῦ γηλῶζθεη ραξάλ.
3. ἀθνόνκελ ηαύηελ ηῆλ παξαβνιήλ πεξὶ ηῆο ἐθθεζίαο.
4. εἰο ηῆλ αὐηῆλ ἐθθεζίαλ ἄγκελ ηνῦηνπο ηνῦο ἀκαξησινῦο θαὶ ἐθεῖλα ηὰ ηέθλα.
5. αὐηε ἀθνύση ηῆλ ἐπαγγεῖαλ ηνῦ Κπξίνπ αὐηῆο θαὶ ἰέγεη ηὸ εὐαγγέτηνλ ηῶ ἰαῶ.
6. νῦν ο ἐξηηλ ἄλλξξσπνο ηνῦ θόζκνπ, ἐθεῖν ο δε ἐξηηλ ἄλλξξσπνο ηῆο βαζηεῖαο ηνῦ Υξηζηνῦ.
7. ὁ Κύξην αὐηὸο ἰέγεη ἰέγνπο ραξᾶο θαὶ ἐγὼ αὐηὸο ἰακβάλσ ηνῦηνπο εἰο ηῆλ θαξδίαλ κνπ.
8. ἐθεῖνλ νῖ ἄγγεινὶ εἰζηλ καζηεαὶ ηνῦ αὐηνῦ δηδαζθάινπ θαὶ θεξύζζνπζη ηαύηαο ηὰο παξαβννῖαο πεξὶ ἀκαξηῖαο θαὶ ἀκαξησῖδλ.
9. νῦν ο δηδάζθεη ηνῦο ἀγαζνῦο θαὶ αὐηὸο δηδάζθεηαι ὑπὸ ηνῦ Κπξίνπ.
10. Υξηζηὸο ἐξηηλ Κύξην ηνῦ θόζκνπ θαὶ θέξεη ἀγάπελ θαὶ εἰξήλελ θαὶ ραξάλ πξὸο αὐηὸλ.

#### B. Translate the following sentences to Greek

1. Through the gospel we have life and joy.
2. The apostle himself baptizes his children and leads them into the church.
3. We ourselves have these sins in our hearts.
4. They are evil sinners, but the Lord leads them from their sin into his kingdom.
5. You are sinning, and because of your sins, you do not have life and joy in you.
6. We know the truth, for we are hearing it from these messengers of the Lord.
7. He himself is going up to the temple because he has sin in his heart.
8. This same Christ is the Messiah of the people and the Lord of the kingdom of God.

9. This man knows peace and joy, but this one knows sin because he is not hearing the promise of God.
10. He himself is a teacher of sinners.

## UNIT 6 DEPONENT VERBS AND PRESENT INFINITIVES

### CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
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  - 3.2 Deponent Verbs
  - 3.3 Compound Verbs
  - 3.4 Verbs that Takes Objects Apart from the Accusative Case
  - 3.5 Present Infinitives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Readings

### 1.0 Introduction

In the last unit you have been taken through the study of the demonstrative pronouns and how they are used in the Greek language. In this unit however, you will study four major issues in Greek: the deponent verbs, the compound verbs, verbs that use cases other than accusative for direct object and present infinitives.

### 2.0 Intended Learning Outcomes

By the end of this unit, you should be able to:

- define deponent verbs
- identify deponent verbs
- identify compound verbs
- explain the formation of compound verbs
- explain the alternatives for that do not have the accusative case for their objects
- define the present infinitive
- explain the formation and the use of present infinitives in Greek.

### 3.0 MAIN CONTENT

#### 3.1 Vocabulary Study

|      |                        |             |                        |
|------|------------------------|-------------|------------------------|
| ἀιιά | but (stronger than δέ) | ἀπνθζίλνκαη | I answer (dative case) |
| ἄξρσ | I rule (genitive case) | γίλνκαη     | I become               |

|            |                     |            |                      |
|------------|---------------------|------------|----------------------|
| ἄρσκαῖ     | I begin             | πνξέύνκαῖ  | I go                 |
| δηέξρνκαῖ  | I come through      | ἔξρνκαῖ    | I come/I go          |
| ἐηζέξρνκαῖ | I come into/I enter | ἐμέξρνκαῖ  | I come out of        |
| θαηέξρνκαῖ | I come down         | ζπλέξρνκαῖ | I come with/together |

### 3.2 Deponent Verbs

Deponent verbs are verb which appear in the middle or passive form but in their function are active. The word deponent is derived from the Latin word “*deponere*” which means “to lay aside”. These verbs came into being because somehow during the development of the language the active forms of the word were dropped out of preference for the middle or passive voice. Thus, while the form of the word changed, the function remained the same. So, in deponent verbs, ἔξρνκαῖ means “I come” and γίλνκαῖ means “I become”. You need to take extra care in studying this phenomenon of the Greek language because it can create confusion. Remember, although they would be written as the middle or passive verbs, in meaning they would be active. Note that most of the verbs you have been given in the vocabulary study are deponent verbs.

### 3.3 Compound Verbs

Compound verbs are verbs that are written with a preposition combined with them. When this happens, most of the time, the preposition will determine the significance of the combined expression. Two things can however happen. The proposition may intensify the meaning of the verb or alter the meaning completely. For example, βλέπσ means “I see” and διά means “through” especially with the accusative. When combined together, διαβιέπσ would be translated “I see clearly”. This is a polished English of “I see through”. However, in the case of ἀλαγηλώζθσ, though ἀλά means “up or again” and γηλώζθσ means “I know” ἀλαγηλώζθσ means “I read”. You can see that there is no relationship between the meaning of the verb, the preposition and the meaning of the compound verb. It is better for you to observe these changes as part of the vocabulary study.

### 3.4 Verbs that Takes Objects Apart from the Accusative Case

There are some verbs that take their object in a case other than the accusative case. Some of these would be examined right now but the others would be observed in the course of the study.

The first to study is ἀθνύσ. ἀθνύσ may takes its object in the genitive or in the accusative. When it takes its object in the genitive, it would be translated “to hear without understanding” and if it takes its object in the accusative it would be translated “to hear with understanding”. This is the explanation for the seeming conflict in Acts 9:7 and Acts 22:9. Acts 9:7 reads:

*The men who travelled with him stood speechless, hearing the voice but seeing no one.*

Acts 22:9 reads:

*And those who were with me saw the light, to be sure, but did not understand the voice of the one who was speaking with me.*

In the Greek New Testament, Acts 9:7 used ἄθνύσ with the genitive while in Acts 22:9, it is ἄθνύσ with the accusative. Thus, both constructions can be said to be saying the same thing.

The second verb to study is ἄξρσ. In the active voice, ἄξρσ means “I rule” and it takes the genitive case. In the middle voice, it becomes ἄξρσκαη and it means “I begin”. In the middle, it is usually followed by an infinitive as in ἄξρσκαη δηδάζθεηλ which means “I am beginning to teach”.

The third is ἀπνεξίλνκαη. This verb usually takes its object in the dative case. For example, ἀπνεξίλνκαη ηνῖο ηέθλνηο would be translated “I am answering the children”. This construction is sometimes called the dative of the direct object.

### 3.5 Present Infinitives

Infinitives are verbal nouns. They are so called because in their functions they share in the characteristics of both the noun and the verb. The use of the present infinitive in the Greek is almost like that of the English language some of which would be discussed right now. The voice function of the infinitive is the same as the indicative mood. Remember that the active voice indicates that the subject is performing the action; the middle voice indicates that the subject is acting in such a way as to participate in the result of the action and the passive voice indicates that the subject is being acted upon (or is receiving the action). The following are the forms of the present infinitives:

In the present active infinitive, the ending is –εηλ. This ending is added to the present stem of the regular σ verb. That is, you will remove the σ and add the –εηλ. For example, ἰύσ becomes ἰύεηλ; βιέπσ becomes βιέπεηλ; ἔρσ becomes ἔρεηλ and γηλῶζθσ becomes γηλῶζεηλ.

In the present middle and present passive infinitive, the ending is –εζζαη. Consequently, the middle or passive infinitive forms of the verbs above are as follows: ἰύσ becomes ἰύεζζαη; βιέπσ becomes βιέπεζζαη; ἔρσ becomes ἔρεζζαη and γηλῶζθσ becomes γηλῶζεζζαη.

In the following sentences, the nuances in the translation of the various voices are brought out for you to study and analyze:

| Greek Sentence                   | English Translation                     |
|----------------------------------|---|
| ἄξρσκαη ἰύεηλ ηὸλ ἄλζξσπνλ       | I am beginning to loose the man.        |
| ἄξρσκαη ἰύεζζαη                  | I am beginning to loose myself.         |
| ἄξρσκαη ἰύεζζαη ὑπὸ ηνῦ ἀλζξῶπνπ | I am beginning to be loosed by the man. |

### 4.0 Conclusion

In this unit you have learnt about deponent verbs as the verbs that are written in the middle or passive form but are actually active in function and have to be translated thus. You have also been taught about the compound verbs which are formed with a combination of a verb and a preposition. You have also been told that in such occurrences, the presence of the preposition would either add an intensity to the meaning of the verb or alter the meaning entirely. Finally, you have been exposed to the infinitives which have been defined as verbal nouns because they share the qualities of both verbs and nouns in their functions.

## 5.0 Summary

The following are the major points you have learnt in this lesson:

- Deponent verbs are verbs that are written in the middle or passive voice but are actually active in function.
- Compound verbs are verbs that are formed with a verb and a preposition.
- The preposition thus adds intensity to the meaning of the verb or alters the meaning of the verb entirely.
- Infinitives are verbal nouns.
- They are so called because they share the characteristics of both the verbs and the nouns.

### Self-Assessment Exercise

#### A. Translate the following sentences to English

1. πνξέυνκαη έθ ηνῦ νῖθνπ θαὶ έηο ηήλ έθθιεζίαλ.
2. ό πξνθήηεο έμέξρεηαη έθ ηνῦ ίεξνῦ.
3. ό άλζξσπνο γίλεηαη άγγεινο ηνῦ θπξίνπ.
4. ό Υξηζηόο άπνθξίλεηαη ηνῖο άκαξησνῖο έλ ηνῖο ιόγηο ηῆο παξαβντιῆο.
5. νῦηνο εἰζέξρεηαη εἰο ηήλ βαζηεῖαλ, έθεῦλο δε κέλεη έλ ηῷ θόζκῳ ηῶλ πνλεξῶλ άλζξῶπωλ.
6. ζπλεξνληαη έλ ηῷ νῖθῳ ηνῦ Θεοῦ ὅηη γηλώζθονπζη ηήλ όδολ άγάπεο.
7. ὠνληαη νῦηνη νῖ δνῦνη ὑπὸ ηοῦ θπξίνπ.
8. έλ ηῷ ιόγῳ αὐηνῦ γίλεζζε καζηεαί.
9. νῖ άκαξησνῖ νῦ βαπηίδνληαη ὑπὸ ηοῦ άπνζήόυνπ, άττα πνξέυνληαη έθ ηοῦ νῖθνπ αὐηνῦ έηο ηνῖο νῖθνο ηῆο άκαξηαο.
10. άξε γηλώζθεη ηά άγαζά ηῆο βαζηεῖαο ηοῦ Θεοῦ.

#### B. Translate the following sentences to Greek

1. We know the word of God and are beginning to teach it to the children.
2. He is coming out of the world and entering the kingdom of God.
3. The Lord is answering the sons of the prophet.
4. Because the word of truth is being heard, you are becoming disciples of Christ.
5. The crowds are beginning to come out of the houses of sin and to go up to the house of God.
6. They know the teaching of the Lord, but their hearts abide in sin.

7. The child is beginning to be a good son.
8. These sinners are entering God's house, but those are going out into the desert.
9. Sin is beginning to be destroyed by the word of God.
10. I am a sinner, but I am being taught by the Lord's faithful apostle.
11. The apostle says that the Lord is good.
12. These sinners know that this road leads to death.

## **6.0 References/Further Readings**

Adewale, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan. Summers,

Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## UNIT 7 IMPERFECT ACTIVE INDICATIVE

### CONTENTS

- 1.0 Introduction
- 2.0 Intended Learning Objectives
- 3.0 Main Content
  - 3.1 Vocabulary Study
  - 3.2 The Imperfect Active Indicative of  $\iota\upsilon\sigma$
  - 3.3 The Imperfect Active Indicative in Compound Verbs
  - 3.4 The Imperfect Active Indicative of  $\epsilon\iota\kappa\eta$
  - 3.5 The Use of the Imperfect Tense
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Readings

### 1.0 Introduction

In the last unit you have been taken through the study of the deponent verbs, the formation of the compound verbs as well as the form of the present infinities. In this unit we now taking a detour away from the present active verbs and dwelling upon the imperfect active verbs. In this unit you will be given the changes in the stem of the verb as we enter the imperfect realm and also study the functions of the imperfect tense.

### 2.0 Intended Learning Objectives

By the end of this unit you should be able to:

- identify the verbs written in the imperfect active form.
- recall all the vocabularies given in this course so far.
- write all the imperfect indicative of  $\epsilon\iota\kappa\eta$
- discuss the use of the imperfect tense extensively.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|   |                    |  |                     |
|---|--------------------|--|---------------------|
| $\acute{\alpha}\pi\nu\zeta\lambda\acute{\eta}\zeta\theta\sigma$ | I die              | $\acute{\alpha}\pi\nu\theta\eta\epsilon\acute{\iota}\lambda\sigma$ | I kill              |
| $\delta\acute{\epsilon}\rho\nu\kappa\alpha\eta$                 | I receive          | $\acute{\epsilon}\eta\nu\eta\kappa\acute{\alpha}\delta\sigma$      | I prepare           |
| $\zeta\epsilon\xi\alpha\pi\epsilon\acute{\upsilon}\sigma$       | I heal             | $\pi\eta\zeta\eta\epsilon\acute{\upsilon}\sigma$                   | I believe           |
| $\lambda\acute{\omega}\lambda$                                  | now (adverb)       | $\acute{\epsilon}\eta\eta$   | still, yet (adverb) |
| $\nu\acute{\upsilon}\theta\acute{\epsilon}\eta\eta$             | no longer (adverb) | $\eta\acute{\omicron}\eta\epsilon$                                 | then (adverb)       |
| $\zeta\theta\nu\eta\acute{\iota}\alpha, \acute{\eta}$           | darkness           |  |                     |

κέλ – δε on the one hand – on the other hand (conjunction)

### 3.2 The Imperfect Active Indicative of λύω

The personal endings in the active secondary tenses are –λ; -ο; λνλε; -κελ; -ηε, -λ. The variable vowel is ο before an ending beginning with κ, or λ and it is ε before any other ending. The third person singular often take the movable λ. You will also discover that the first person singular and the third person plural are identical and thus should be distinguished by the context.

Since we have been using ἴωσ as our we will still use the word as long as it has a form in what is intended to discuss. The following is the imperfect active indicative of ἴωσ:

| Type of Verb                    | Greek Verb Form | English Translation      |
|---------------------------------|-----------------|--------------------------|
| 1 <sup>st</sup> Person Singular | ἔϊπνλ           | I was loosing            |
| 2 <sup>nd</sup> Person Singular | ἔϊπεο           | you were loosing         |
| 3 <sup>rd</sup> Person Singular | ἔϊπε            | he, she, it, was loosing |
| 1 <sup>st</sup> Person Plural   | ἐτόνκελ         | we were loosing          |
| 2 <sup>nd</sup> Person Plural   | ἐτόηε           | you were loosing         |
| 3 <sup>rd</sup> Person Plural   | ἔϊπνλ           | they were loosing        |

You will notice that in the above paradigm for the imperfect active indicative of ἴωσ for the first time you will be seeing that there is a letter (vowel ε) before each form of the word. This letter is called an augment. In the Greek, this augment is in an indication that the word is a secondary tense. A secondary tense in the Greek is a tense that expresses a past time. This is why all the translations are given in the past tense in the English. This augment is peculiar to verbs that begin with a consonant. It is also called “syllabic augment” because it adds a syllable to the word. However, when the word begins with a vowel, the vowel is lengthened to the corresponding long vowel. This is called a “temporal augment”. In the temporal augment, ε becomes ε; ν becomes σ and α will become ε and not the long α because it might not be differentiated easily. For example, ἀθνύσ becomes ἦθνπνλ, ἐγείζσ becomes ἦγεζνλ.

### 3.3 The Imperfect Active Indicative in Compound Verbs

In the case of compound verbs, the augment comes after the preposition and before the vowel stem. If the preposition ends with a vowel, the process of elision will take place. For example, ἐθβάιωσ becomes ἐμέβαϊνλ; ἀπνθηείλσ becomes ἀπεθηεηλνλ; ἀπάγσ becomes ἀπῆγνλ. Note that in all the examples given, the accent is no longer on the preposition for any reason but it may rest on the augment.

### 3.4 The Imperfect Active Indicative of εἰκί

The imperfect active indicative of εἰκί is:

|      |                   |      |           |
|------|-------------------|------|-----------|
| ἦκελ | I was             | ἦκελ | we were   |
| ἦο   | you were          | ἦηε  | you were  |
| ἦλ   | he, (she, it) was | ἦζαλ | they were |

### 3.5 The Use of the Imperfect Tense

The imperfect tense indicates continuous action in the past time. The imperfect active of  $\iota\upsilon\sigma$  would be translated “I was losing”. Though there are several expressions of the imperfect, it is always presented as the continuous action in the past. The emphasis however may differ. There are however three major occurrences:

#### The Descriptive Imperfect

The descriptive imperfect is used to give a vivid representation of what was going on in past time. It usually draws a picture of the movement of events. A good example is Matthew 3:5-6 which reads thus:

Then Jerusalem was going out ( $\acute{\epsilon}\mu\epsilon\pi\nu\zeta\acute{\epsilon}\nu\eta\nu$ ) to him, and they were being baptized ( $\acute{\epsilon}\beta\alpha\pi\eta\acute{\iota}\delta\nu\lambda\eta\nu$ ) in the Jordan River.

In the above quotation,  $\acute{\epsilon}\mu\epsilon\pi\nu\zeta\acute{\epsilon}\nu\eta\nu$  is the imperfect active while  $\acute{\epsilon}\beta\alpha\pi\eta\acute{\iota}\delta\nu\lambda\eta\nu$  is the imperfect middle or passive. The significance of these words can be seen vividly in the context of the passage.

#### The Repeated or Iterative Imperfect

The repeated or iterative imperfect is used to show actions repeated in the past time. Unlike the descriptive imperfect which will denote one continuous action, the repeated imperfect will present an action that is done repeatedly. A good illustration is found in Acts 1:7 which reads:

*They were asking him* ( $\tau\acute{\epsilon}\gamma\nu\lambda\eta\epsilon\omicron$ ), Lord art thou at this time restoring the kingdom to Israel?

The phrase could also be rendered thus: “they kept on asking him”. This implies that the disciples have asked Jesus the same question before frequently.

#### The Inceptive Imperfect

The inceptive imperfect is also used to picture continuous action in the past. However, the emphasis is on the beginning of the action rather  $\acute{\epsilon}\delta\acute{\iota}\delta\alpha\zeta\theta\epsilon\lambda$ , which is best translated “he began teaching them”. This word is used to introduce the Sermon on the Mount also in Luke 5:3 and Mark 5:37.

### 4.0 Conclusion

In this unit you have studied extensively about the imperfect active indicative. In the format, you have learnt about the use of augments in the stems beginning with consonants and the vowel lengthening of the stem beginning with vowels. You have also learnt that there are three major usages of the imperfect active: the descriptive imperfect, the repeated imperfect and the inceptive imperfect.

## 5.0 Summary

The following are the major points you have learnt in this unit:

- The imperfect active indicative is used to denote continuous action in the past.
- In its form it carries an augment where the stem begins with a consonant and it takes vowel lengthening when the stem begins with a vowel.
- The descriptive imperfect is used to give vivid representation of what was going on in the past time.
- The repeated or iterative imperfect shows action repeated in the past time.
- The inceptive imperfect pictures continuous time past but with emphasis on the beginning.

### Self-Assessment Exercise

#### A. Translate the following sentences to English

1. ἡ ἡμέρα ἡθύνονκελ ἡῖο θσλῆο αὐηνῦ, λῦλ δὲ νῦθῆη ἄθύνονκελ αὐηῖο.
2. ἐθεῖλη κελ νί ἀκαξησινὶ κέλνπζηλ ἐλ ἡῖ ζθνηί νῦνην δὲ εἰζέξρνληηαι εἰο ἡῖλ βαζηηείαλ ἡνῦ ζενῦ.
3. ἐλ ἐθειλαηο ηαῖο ἡκέξαηο ὁ Μεζζίαο ἐξεξάπεπε ἡνῦο ὄρῖνπο θαὶ ἐζσδελ αὐηνῦο ἀπὸ ἡῖλ ἀκαξηῖῶλ αὐηῶλ.
4. ἡῖνίκαζνλ ἡῶο θαξδίαο αὐηῶλ πνλεξνὶ ἄλζξσπνη ὄηη ἡθνπνλ ἡῶλ γξαθῶλ θαὶ ἐπίζηεπνλ αὐηῶο.
5. δηὰ κελ ἡελ ἀγάπελ ἡνῦ Θεοῦ ἀπνζλήζθονκελ ἐλ ἡῖ βαζηηεῖ ἡνῦ Θεοῦ, δερόκεζα δὲ ἡῖλ δσῆλ ζὺλ ἡῖ πῖῶ αὐηνῦ.
6. πνλεξοὶ ἡῖηε, ἀγαζνὶ δε ἐζηε.
7. λῦλ κελ δηδαζθόκεζα ὑπὸ ἡνῦ θπζῖνπ, ἡηηε δὲ ἐδηδάζθονκελ ἡῖλ ἐθθτεζίαλ.
8. ὁ Μεζζίαο ἀπέζηεῖελ ἀγγέῖνπο πξῶο ἡκῶο.
9. νί ἄλζξωπνη νί πνλεξοὶ ἀπέθηεηολ ἡῶο ἡέθλα ζὺλ ἡνῖο δηδαζθῶνπο αὐηῶλ.
10. ἐλ ἡῖ θόζκ ἡῖλ θαὶ ὁ θόζκνο νῦθ ἐγὺλσζθελ αὐηῶλ.

#### B. Translate the following sentences to Greek

1. The Lord was still in the temple, but they were not seeing him.
2. On account of the truth of God, you were dying in those evil days.
3. They are still in their sins because they are not coming into the kingdom of God.
4. The evil men were killing the disciples, but the disciples were not dying in darkness and sin.
5. The apostles were preparing their hearts and preaching the gospel to sinners.
6. The same sinners were receiving the gospel of love and peace with joy.

7. Then he was a servant, but now he is a beloved son.
8. You (pl.) are no longer abiding in the darkness of sin because you hear the voice of the Lord.
9. The sons of the prophets were gathering the good gifts together into the temple.
10. You (sing.) are no longer a sinner because you are believing the gospel of God's love and are being saved by it.

## **6.0 References/Further Reading**

Adeyemi, Olubiyi (2015). *Mastering the Greek New Testament*, Abeokuta: Crowther Publishers.

Mounce, William D. (1993). *Basics of Biblical Greek*, Grand Rapids: Zondervan. Summers,

Ray. (1950). *Essentials of New Testament Greek*, Nashville: Broadman Press.

## MODULE 3

- Unit 1: Imperfect Middle and Passive Indicative
- Unit 2: Future Active and Middle Indicative
- Unit 3: First Aorist Active and Middle Indicative
- Unit 4: Second Aorist Active and Middle Indicative
- Unit 5: Aorist Passive Indicative and Future Passive Indicative
- Unit 6: Third Declension: Liquid, Mute and Syncopated Stems
- Unit 7: Third Declension: Vowel Stem Nouns

### UNIT 1: IMPERFECT MIDDLE AND PASSIVE INDICATIVE

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  - 3.2 The Imperfect Middle and Passive Indicative of ὕσ
  - 3.3 Other Uses of θαῖ
  - 3.4 The Use of νῦδέ
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Readings

#### 1.0 Introduction

You are welcome to this third and last module of this course on Greek Grammar. In the last unit, which is the end of the second module, you have been introduced to the imperfect active indicative tense. This module would continue with the imperfect by zeroing in on the imperfect middle and imperfect passive which are identical in form. To conclude this unit, the uses of θαῖ and νῦδέ would also be examined.

#### 2.0 Intended Learning Outcomes

By the end of this unit you should be able to:

- write the imperfect form of all the verbs given so far in this lesson
- identify the imperfect verb when sighted in any passage
- discuss the other uses of θαῖ
- discuss the other uses of νῦδέ

#### 3.0 Main Content

##### 3.1 Vocabulary Study

|               |                  |               |                        |
|---------------|------------------|---------------|------------------------|
| βηβῖνλ, ηό    | book             | θαζαξίδσ      | I cleanse, I purify    |
| δαηκνλίνλ, ηό | demon            | νῦδέ (conj.)  | and not, nor, not even |
| ἔξγνλ, ηό     | work             | ζάτταζα, ἦ    | sea                    |
| πινῖνλ, ηό    | boat             | νῦδέ ... νῦδέ | neither ... nor        |
| νῦπσ          | not yet (adverb) |               |                        |

### 3.2 The Imperfect Middle and Passive Indicative of λύω

The imperfect middle and passive voice are identical just as they are in the present tense. The difference is just that of the function they perform. Ensure that you note the differences in the translation of the imperfect middle and the imperfect passive.

**The Imperfect Middle Indicative of λύω is as follows:**

| Person     | Singular |   | Plural  |  |
|------------|----------|---|---------|--|
| <b>1st</b> | ἐπόμελ   | I was loosing myself or for myself        | ἐπόμεζα | we were loosing ourselves or for ourselves     |
| <b>2nd</b> | ἐόμεπ    | you were loosing yourself or for yourself | ἐόμεζε  | you were loosing yourselves or for yourselves  |
| <b>3rd</b> | ἐόμεπ    | he was loosing himself or himself         | ἐόμεπ   | they were loosing themselves or for themselves |

**The Imperfect Passive Indicative of λύω is as follows:**

| Person     | Singular |                               | Plural  |                        |
|------------|----------|-------------------------------|---------|------------------------|
| <b>1st</b> | ἐπόμελ   | I was being loosed            | ἐπόμεζα | we were being loosed   |
| <b>2nd</b> | ἐόμεπ    | you were being loosed         | ἐόμεζε  | you were being loosed  |
| <b>3rd</b> | ἐόμεπ    | he (she, it) was being loosed | ἐόμεπ   | they were being loosed |

As you would have noticed, the personal endings of the middle secondary tenses are –κελ, –ζε, –ην, –κεζα, –ζε, and –ην. There are also variable vowels as in the present active. However, the second person singular is altered by the loss of the ζ and the contraction of the connecting vowel ε and the ending ν. Thus, ἐόμεζε becomes ἐόμεπ.

Note that deponent verbs in the present are also deponent in the imperfect. Consequently, there would be no imperfect active forms for deponent verbs. The imperfect middle forms will have imperfect active functions.

It has to be stated that it is an idiom of Greek language that a neuter plural subject always has its verb in the singular. For example, ἡὰ ἡέθλα ἔρη (not ἔρηπζη) θαξπόλ θαὶ ἄξηνλ would be translated “The children have fruit and bread”.

### 3.3 Other Uses of καὶ

The basic use of θαὶ is that of a simple conjunction “and” but it has other uses that are to be examined now. It has to be noted that it could also be translated or used to mean “also” and “even”. When it is used this way, it would be placed immediately in front of the word with which it is connected. In English usage, “also” takes the reverse order from Greek as the word stands after the word with which it is connected.

When used this way, the context would help you to understand whether  $\theta\alpha\iota$  is used as a simple connective “even” or an additional connective “also”. For example,  $\gamma\eta\lambda\acute{\omega}\zeta\theta\nu\pi\zeta\eta\ \theta\alpha\iota\ \acute{\alpha}\kappa\alpha\zeta\eta\sigma\iota\nu\iota\ \eta\delta\lambda\ \lambda\acute{o}\kappa\nu\lambda$  will be translated “even sinners know the law”;  $\eta\nu\delta\eta\nu\ \delta\epsilon\ \theta\alpha\iota\ \acute{\epsilon}\gamma\acute{\omega}\ \gamma\eta\lambda\acute{\omega}\zeta\theta\sigma$  would be translated “but this I also know”. The final usage of  $\theta\alpha\iota$  is that called correlative construction, in which  $\theta\alpha\iota$  is used twice. For example,  $\theta\alpha\eta\ \nu\iota\ \kappa\alpha\zeta\eta\eta\alpha\iota\ \theta\alpha\eta\ \nu\iota\ \pi\zeta\nu\theta\eta\eta\alpha\iota\ \gamma\eta\lambda\acute{\omega}\zeta\theta\nu\pi\zeta\eta\ \eta\nu\delta\eta\nu$  would be translated “both the disciples and the prophets know this”. Thus, the double  $\theta\alpha\iota$  is translated “both...and”.

### 3.4 The Use of οὐδέ

$\nu\delta\acute{\epsilon}$  is often used as a simple negative connective word and is usually translated “and not” or “nor”. For example,  $\nu\delta\ \gamma\eta\lambda\acute{\omega}\zeta\theta\sigma\ \eta\nu\delta\eta\nu$ ,  $\nu\delta\acute{\epsilon}\ \gamma\eta\lambda\acute{\omega}\zeta\theta\eta\eta\sigma\ \alpha\upsilon\eta\acute{o}$  would be translated “I do not know this, nor do you know it”.

However,  $\nu\delta\acute{\epsilon}$  can also be used emphatically. When it is used this way, it would be translated “not even”. For example,  $\nu\delta\acute{\epsilon}\ \nu\iota\ \pi\zeta\nu\theta\eta\eta\alpha\iota\ \beta\iota\acute{\epsilon}\pi\nu\pi\zeta\eta\lambda\ \eta\delta\lambda\ \Theta\epsilon\acute{o}\lambda$  would be translated “not even the prophets see God”. Finally,  $\nu\delta\acute{\epsilon}$  can also be used correlatively. When it is used this way, it also appears twice in the sentence and would be translated “neither...nor” as in  $\nu\delta\acute{\epsilon}\ \nu\iota\ \kappa\alpha\zeta\eta\eta\alpha\iota\ \gamma\eta\lambda\acute{\omega}\zeta\theta\nu\pi\zeta\eta\ \eta\nu\delta\eta\nu\ \nu\delta\acute{\epsilon}\ \nu\iota\ \pi\zeta\nu\theta\eta\eta\alpha\iota$  which will translate “neither the disciples nor the prophets know this”.

### 4.0 Conclusion

In this unit you have learnt the imperfect middle and the imperfect passive indicative forms of the Greek verb. Also, you have been introduced to the use of  $\theta\alpha\iota$  as a simple conjunction to mean “and” and also to mean “also” as well as the correlative usage to mean “both...and”. You have also learnt about the use  $\nu\delta\acute{\epsilon}$  as a simple negative connective (and not or nor); as an emphatic negative (not even) and also its correlative usage (nether ... nor).

### 5.0 Summary

The following are the major points you have learnt in this unit:

- The imperfect middle and the imperfect passive indicative forms of the Greek verb are identical
- $\theta\alpha\iota$  can be used as a simple conjunction to mean “and”
- It can also be used to mean “also”
- It can also be used correlatively to mean “both...and”.
- $\nu\delta\acute{\epsilon}$  can be used as a simple negative connective (and, not, or nor);
- It can also be used as an emphatic negative (not even)
- It can also be used correlatively to mean (nether ... nor).

### Self-Assessment Exercises

#### A. Translate the following sentences to English

1.  $\nu\delta\eta\nu\ \nu\iota\ \iota\acute{o}\gamma\eta\eta\ \acute{\epsilon}\lambda\ \eta\tilde{\omega}\ \beta\eta\beta\iota\ \acute{\epsilon}\gamma\zeta\acute{\alpha}\theta\nu\lambda\eta\nu$ .
2.  $\theta\alpha\iota\ \nu\iota\ \iota\acute{o}\gamma\eta\eta\ \theta\alpha\iota\ \alpha\iota\ \gamma\zeta\alpha\theta\alpha\iota\ \eta\acute{\omega}\lambda\ \pi\zeta\nu\theta\eta\eta\acute{\omega}\lambda\ \eta\theta\nu\nu\lambda\eta\nu\ \upsilon\pi\acute{o}\ \eta\acute{\omega}\lambda\ \acute{\alpha}\kappa\alpha\zeta\eta\sigma\iota\acute{\omega}\lambda$ .
3.  $\acute{\epsilon}\lambda\ \acute{\epsilon}\theta\epsilon\acute{\iota}\sigma\alpha\eta\sigma\ \eta\alpha\iota\sigma\ \eta\acute{\kappa}\acute{\epsilon}\zeta\alpha\eta\sigma\ \nu\delta\acute{\epsilon}\ \acute{\epsilon}\delta\eta\delta\alpha\zeta\theta\acute{o}\kappa\epsilon\zeta\alpha\ \upsilon\pi'\ \alpha\upsilon\eta\nu\delta\ \nu\delta\acute{\epsilon}\ \acute{\epsilon}\delta\eta\delta\acute{\alpha}\zeta\theta\nu\kappa\epsilon\lambda\ \eta\nu\delta\sigma\ \acute{\alpha}\iota\nu\pi\sigma$ .
4.  $\eta\delta\eta\ \delta\sigma\rho\iota\nu\sigma\ \acute{\epsilon}\mu\epsilon\pi\nu\zeta\acute{\epsilon}\upsilon\eta\eta\nu\ \pi\zeta\delta\sigma\ \alpha\upsilon\eta\acute{o}\lambda$ ,  $\lambda\delta\lambda\ \delta\acute{\epsilon}\ \nu\delta\theta\eta\eta\ \acute{\epsilon}\theta\pi\nu\zeta\acute{\epsilon}\upsilon\eta\eta\alpha\iota$ .

5. θαὶ πξὸο ηνὸο πνλεξνὸο ἀδειθνὸο ἐθέξεην ἡὰ δῶξα.
6. νῦπσο βιέπνπζη ηὸλ θύξηηλ ἐλ ἡῖ δόμ αὐηνῦ, ἀπια δηδάζθηνλην ὑπ' αὐηνῦ θαὶ ἐλ ηαῖο ἡκέξαο ηαῖο θαθαῖο.
7. νί καξηηαὶ θαηήξρνληην πξὸο ἡῖλ ζάπιαζζαλ θαὶ εἰζεξόκεζα εἰο ηὸ πινῖνλ ζὺλ ηῷ θπζί .
8. ὁ Μεζζῖαο ἐκέβαπτε ἡὰ δαηκόληα ἐθ ηῶλ ἀκαξηησιῶλ θαὶ ἐθαζάξηδελ αὐηνὸο ἀπὸ ηῶλ ἀκαξηηῶλ αὐηῶλ.
9. ἐζκέλ ἐλ ηῷ θόζκ , ἐζκέλ δὲ θαὶ ἐλ ἡῖ βαζηηεὶ ηνῦ Θεοῦ.
10. δηὰ ηὸλ ἰόγνλ ηνῦ θπξίνπ ἡὰ δαηκόληα ἐμήξεην ἐθ ηῶλ ἀλζζῶπσλ.

**B. Translate the following sentences to Greek**

1. On behalf of his children these books were being written by him.
2. On account of the word of God the messengers were being received into the houses of the disciples.
3. You were neither receiving the truth from us nor bearing it to others.
4. Both the love and the peace of God are being heard in the church.
5. Not even the good men are being saved by works.
6. They know the books of the men, but they know also the Scriptures of God.
7. Men were being cleansed from their sin by the Messiah and were being saved by his teachings.
8. We were going down to the sea with the apostles and entering a boat with the Lord.
9. You (pl.) were not being killed in behalf of him, but he was dying in behalf of you.
10. The demons were being cast out of the men and their children.

**6.0 References/Further Readings**

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## UNIT 2: FUTURE ACTIVE AND FUTURE MIDDLE INDICATIVE

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- 4.0 Conclusion
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### 1.0 Introduction

In the previous unit we have dealt with the last aspect of the imperfect tense which deals with actions that took place in the past though having a continuous tense. In this unit, we will deal with the future indicative tense that has to do with actions taking place in the future. In this unit, both the future active and the future middle indicative verbs shall be considered.

### 2.0 Intended Learning Outcomes

By the end of this unit you should be able to:

- identify any given future verb in any sentence
- write the future stem of all the verbs you have been given so far
- write the full persons and number of any given future verb
- discuss the changes in the future stem
- write the future indicative of the verb to be
- discuss the kinds of action in the future tense
- translate sample sentences in the future tense.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|           |                  |          |              |
|-----------|------------------|----------|--------------|
| ἄμσ       | I shall lead     | ἀθνήζσ   | I shall hear |
| βιέζσ     | I shall see      | ζώζσ     | I shall save |
| γελήζνκαη | I shall become   | γλώζνκαη | I shall know |
| ἐιεύζνκαη | I shall come, go | ἤκζνκαη  | I shall take |

#### 3.2 The Future Stem

The future stem is obtained by adding ζ to the verb stem. For example, the verb stem of ἴσ is ἴ. When you add ζ, it becomes ἴζ. Note that this is a primary tense, therefore the primary active endings would be used for the future active and the primary middle tense would be used for the future middle. These endings are added to the stem through the use of the variable vowel

(that is, ν and ε) just like the present tense. Therefore, as you will observe below, the future active of λύσ is just like the present active form expect for the suffix ζ.

**The following is the future active form for λύω:**

| Type of Verb                    | Greek Verb Form | English Translation    |
|---------------------------------|-----------------|------------------------|
| 1 <sup>st</sup> Person Singular | λύσ             | I shall loose          |
| 2 <sup>nd</sup> Person Singular | λύσειο          | you will loose         |
| 3 <sup>rd</sup> Person Singular | λύσει           | he, she, it will loose |
| 1 <sup>st</sup> Person Plural   | λύσμεν          | we shall loose         |
| 2 <sup>nd</sup> Person Plural   | λύσετε          | you will loose         |
| 3 <sup>rd</sup> Person Plural   | λύσονται        | they will loose        |

**The following is the future middle form for λύω:**

| Type of Verb                    | Greek Verb Form | English Translation             |
|---------------------------------|-----------------|---------------------------------|
| 1 <sup>st</sup> Person Singular | λύσομαι         | I shall loose myself/for myself |
| 2 <sup>nd</sup> Person Singular | λύσε            | you will loose yourself         |
| 3 <sup>rd</sup> Person Singular | λύσεται         | he (she, it) will loose himself |
| 1 <sup>st</sup> Person Plural   | λύσομεθα        | we shall loose ourselves        |
| 2 <sup>nd</sup> Person Plural   | λύσεσθε         | you will loose yourselves       |
| 3 <sup>rd</sup> Person Plural   | λύσονται        | they will loose themselves      |

Note that you have not been given the future passive. This is because it is built on a different stem entirely. The two are not to be confused because their meanings would be different. It will be studied later.

### 3.3 Stem Changes in Future Stems

Note also that not all the stems of the future can be determined easily as that of λύσ. When the stem of the verb ends in a consonant, there are some changes that are bound to occur when the tense suffix ζ is added to the stem. The chart that follows would give you an idea of the kind of changes that would take place generally. However, you have to know that this is by no means universal.

#### Verbs ending in a liquid consonant (λ, μ, ν, π)

In this class of words, the ζ that is added to the stem would be dropped and the σ would be accented. This change is however due to some contraction principles that would be learnt later in the course. The following are appropriate example: instead of κέλζσ you will have κέλσ; ἀπνζηέυσ also becomes ἀπνζηεισ.

#### Verbs ending in a mute consonant

Note that mute consonants are divided into three classes: palatial, labial and dental.

In the case of palatial consonants (θ, γ, ρ): the palatial consonants become μ before ζ; hence ἄγσ becomes ἄμσ.

In the case of labial consonants (π, β, θ): the labial consonants become ς before ζ; hence βέπσ becomes βέςσ.

In the case of dental consonants (η, δ, ζ): the dental consonants before ζ drops out; hence πείζσ

becomes  $\pi\acute{\epsilon}\iota\zeta\sigma$ . The same principle applies to sibilant consonants like  $\zeta$  and  $\delta$ ; hence  $\zeta\acute{\omega}\delta\sigma$  becomes  $\zeta\acute{\omega}\zeta\sigma$ .

### Other Future Tenses Stem

You also have to know that there are some future stems that are entirely different from these ones. This difference is due to the fact that the stem of the general verb and the stem of the present stem are not always the same. In  $\iota\acute{\upsilon}\sigma$  they are the same and this explains the similarity between the present and future tense. However, there are other verbs that are not similar. These include:  $\gamma\eta\lambda\acute{\omega}\zeta\theta\sigma$  the stem of which is  $\gamma\lambda\sigma$ . The future stem thus would be  $\gamma\lambda\sigma\zeta$ ; in the case of  $\theta\epsilon\acute{\xi}\acute{\upsilon}\zeta\zeta\sigma$  the stem is  $\theta\epsilon\acute{\xi}\pi\theta$ - and so the future tense stem would be  $\theta\epsilon\acute{\xi}\pi\mu$ -. These differences account for the variety of differences between future stem forms. However, once the first person singular of the future is learned it is easy to know the remainder of the tense forms.

It is also important to know that some verbs are active in the present but in the future tense they become deponent. You should carefully observe this in the process of your vocabulary study. Examples however include  $\iota\alpha\kappa\beta\acute{\alpha}\lambda\sigma$  which has its future in the deponent as  $\iota\acute{\eta}\kappa\zeta\nu\kappa\alpha\iota$ ; and  $\gamma\eta\lambda\acute{\omega}\zeta\theta\sigma$  is also deponent and has  $\gamma\lambda\acute{\omega}\zeta\nu\kappa\alpha\iota$  as its future form.

### 3.4 Time and Kind of Action in the Future Tense

It is obvious that the time of action in the future tense is the future time. The kind of action can either be punctiliar or linear. The context will usually indicate which is intended. Most of the time however, it is punctiliar action because the most natural construction for indicating continuous action is the periphrastic future and this would be learnt later. The following however are the possible usages of the future tense:

#### The Simple Predictive Future

This is the simple future that predicts what will happen as in  $\iota\kappa\alpha\acute{\omicron}$  δηδάμεη.

#### The Imperative Future

The imperative (that is a command) may be expressed by the future as in:  $\theta\alpha\iota\acute{\epsilon}\zeta\epsilon\eta\omicron$  ηὸ ὄλνκα ἀὸηπ Ἰσάλελ, that is, “you shall call his name John”.

#### The Deliberative Future

This is sometimes found when a rhetorical (this is a question to which one really expects no answer) question is being asked:  $\text{Κύριε, πξδο ηίλα ἀπειπζόκεζα}$ ; that is, “Lord, to whom shall we go?”

These three usages are the common ones that you will find in the New Testament. Other usages occur less frequently.

### 3.5 The Future Indicative of $\epsilon\iota\mu\acute{\iota}$

The future indicative of  $\epsilon\iota\kappa\acute{\iota}$  is as follow:

| Type of Verb                    | Greek Verb Form                             | English Translation |
|---------------------------------|---|---------------------|
| 1 <sup>st</sup> Person Singular | $\acute{\epsilon}\zeta\nu\kappa\alpha\iota$ | I shall be          |



9. In this world we have death, but in heaven we shall have life with the Son of God.
10. They were teaching against the Messiah, but now they will teach in behalf of him.
11. Now we are not seeing him, but in that day we shall both see and know him.
12. These men are not yet good, but on account of the word of God, they will become good.

## **6.0 References/Further Readings**

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## UNIT 3: FIRST AORIST ACTIVE AND MIDDLE INDICATIVE

### Contents

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  - 3.3 The First Aorist Active Indicative of ἴσθαι
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  - 3.5 Functions of the Aorist
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Readings

### 1.0 Introduction

In the previous unit we dealt with the future active and the future middle that deals with the future tense in the Greek language. In this unit you would be introduced to the aorist tense. The aorist is almost equivalent to the past tense of the English. The aorist is different from the imperfect in that it may not denote a continuing action in the past. As the topic of this unit indicates, there are two forms of aorist and in this unit, we will deal with the first aorist.

### 2.0 Intended Learning Outcomes

By the end of this unit you should be able to:

- define the aorist stem
- identify the aorist stem
- explain the functions of the aorist stem
- write the first aorist stem of the verbs having the first aorist form
- explain the difference between the imperfect and the aorist
- explain the formation of the first aorist.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|         |            |           |             |
|---------|------------|-----------|-------------|
| ἤθνησα  | I heard    | ἑβλεψα    | I saw       |
| ἐδίδαμα | I taught   | ἐξεξάπεψα | I healed    |
| ἐθήξην  | I preached | ἔγραψα    | I wrote     |
| ἔπεμψα  | I sent     | ἐβάπτισα  | I baptized  |
| ἔσωσα   | I saved    | ἐδόμασα   | I glorified |

#### 3.2 The Aorist

In Greek as in English language, there are two ways to form the past tense. It is important to note that this does not mean that each verb has two ways of forming the past tense. Though some Greek verbs do have the two ways, it must be noted that such verbs are very rare.

The two ways of forming the past tense in the Greek are called the first and the second aorist. The Greek verbs that add the ζ to their stems are called the first aorist and the others that add the endings without the ζ are called the second aorist. Despite these differences in formation there is basically no difference between the two in terms of function.

The aorist is a secondary tense because it deals with the actions in the past time. It is therefore augmented just like the imperfect. Remember that in the augment, a stem beginning with a consonant takes the “syllabic augment” and the stem beginning with a vowel takes the “temporal augment”.

As a secondary tense, the aorist takes secondary active endings in the active and secondary middle endings in the middle. The aorist passive is entirely different from the aorist middle in form as well as in function.

### 3.3 The First Aorist Active Indicative of λύω

| Type of Verb                    | Greek Verb Form | English Translation |
|---------------------------------|-----------------|---------------------|
| 1 <sup>st</sup> Person Singular | ἔπρξα           | I loosed            |
| 2 <sup>nd</sup> Person Singular | ἔπρξας          | you loosed          |
| 3 <sup>rd</sup> Person Singular | ἔπρξε(λ)        | he (she, it) loosed |
| 1 <sup>st</sup> Person Plural   | ἔπρξαμεν        | we loosed           |
| 2 <sup>nd</sup> Person Plural   | ἔπρξατε         | you loosed          |
| 3 <sup>rd</sup> Person Plural   | ἔπρξαν          | they loosed         |

### 3.4 The First Aorist Middle Indicative of λύω

| Type of Verb                    | Greek Verb Form | English Translation                        |
|---------------------------------|-----------------|--|
| 1 <sup>st</sup> Person Singular | ἑώρακα          | I loosed myself or for myself              |
| 2 <sup>nd</sup> Person Singular | ἑώραξας         | you loosed yourself or for yourself        |
| 3 <sup>rd</sup> Person Singular | ἑώραξε          | he (she, it) loosed himself or for himself |
| 1 <sup>st</sup> Person Plural   | ἑώρακαμεν       | we loosed ourselves or for ourselves       |
| 2 <sup>nd</sup> Person Plural   | ἑώραξατε        | you loosed yourselves or for yourselves    |
| 3 <sup>rd</sup> Person Plural   | ἑώραξαν         | they loosed themselves or for themselves   |

Please note that it is easier for you to study all the changes in the word formation as part of the vocabulary. It is also important to remind you that because of the addition of ζ to the stem of the word, there would be changes in the word. In general, these changes would correspond to the ones studied earlier when the future stem was studied (you can go back and revise these changes now) but this is not a safe test. It is better to check a lexicon for the first person singular of the word after which it would be easier for you to list other forms.

### Functions of the Aorist

It has to be stated that the functions of the aorist tense are of tremendous importance. As stated earlier, the time of action is in the past and the kind of action is punctiliar. This is the major difference between the imperfect and the aorist. Remember that the imperfect indicates continuous action in the past (for example: I was losing) but the aorist indicates a finished action in the past (for example: I loosed). The Greek aorist would correspond more to the simple

past tense and the perfect tense of the English language.

The use of the aorist tense has many implications:

### **Constative Aorist**

In this usage, the action is looked upon in its entirety. For example, ἐβάπτισεν τοὺς ἀνδράσιν would be interpreted “he baptized the men”. You will notice that though the action may have covered considerable time, it would be presented as one act.

### **Ingressive Aorist**

In this usage the aorist views the act as having occurred but emphasizes the initiation of the action. For example, διὰ τῶν ἰσχυρῶν ἐπληρώθη would be translated “for your sakes he became poor”. In this usage, the action is one and it is viewed from its inception.

### **Culminative Aorist**

The culminative aorist views the action as having occurred but emphasizes the end of the action or the state of being resulting from the action. For example, ἡ δὲ προηγουμένη ἐπιτομή would be translated “the former treatise I have made”. In this phrase, the act of writing is looked upon as one act, but the emphasis is on the finished product. Though in this function the aorist overlaps with the Greek perfect tense, the difference would be expatiated on during the study of the perfect tense. Note that there are other usages, but these are sparse in the New Testament Greek.

## **4.0 Conclusion**

In this unit you have been introduced to the aorist tense of the Greek language. It is the tense used to depict the action in the past time. Being a secondary tense, it has to make use of the augment and also have the ζ added to its stem. The aorist is of two forms: the first and the second aorist. The usage in the New Testament is mainly in three ways: the constative, the ingressive and the culminative usages.

## **5.0 Summary**

The following are the major points you have learnt in this unit:

- The aorist tense used to depict the action in the past time.
- Being a secondary tense, it has to make use of the augment and also have the ζ added to its stem.
- The aorist is of two forms: the first and the second aorist.
- The usage in the New Testament is mainly in three ways: the constative, the ingressive and the culminative usages.

### **Self-Assessment Exercise**

#### **A. Translate the following sentences to English**

1. ἔπαισεν ὁ θεὸς τὸν ἄνθρωπον ἐν τῷ ἔργῳ αὐτοῦ.
2. ἐπέκτασε τὴν γῆν ἐν τῷ ἔργῳ αὐτοῦ.

3. νί καζεηαί ἐδόμαζαλ ηὸλ Θεὸλ θαὶ ηὸλ πίολ ἀηηνῦ.
4. δηὰ ηνῦο ἰόγνπο ὑκῶλ ἐβιέζακελ ηὴλ πνλεξᾶλ ὀδοὺλ ηνῦ θόζκνπ.
5. ἐθήξπμαο ηὸ εὐαγγέηηλ θαὶ νί ἀδειθνί ζνπ ἦθνπζαλ ἀηὸ θαὶ ἐπίζηεπζαλ.
6. ἔγξαζε παξαβνιὴλ θαὶ ἔπεκζελ ἀηὴὴλ πζὸο ηὴλ ἐθθειεζίαλ.
7. ὁ Μεζζίαο ἐδίδαμελ ἐλ ηῷ ἰεζῶ θαὶ ἐλ ηῷ νῖθ .
8. ἠηνίκαζε ηνῖο καζεηαῖο ηὸπνλ ἐλ ηῷ νύξαλ .
9. ἔζσζα ὑκᾶο ἔγσ, ὑκεῖο δὲ νύθ ἐδέμαζζε ἐκὲ εἰο ηνῦο νῖθνπο ὑκῶλ.
10. ἠθνύζαηε ἐθειλοο ηᾶο ἐληνῖαο ἐλ ηῷ ἰεζῶ, ἄηιοο δὲ ἐλ ηὴ ἐθθειεζη ἀθνύζεηε.

**B. Translate the following sentences to Greek**

1. They heard his voice but did not receive his words.
2. The evil men saw the Lord, and he preached to them the way of life.
3. The servants have prepared gifts and houses for the disciples.
4. Even those evil men glorified God on account of your words.
5. We have preached the gospel to them and have baptized their children.
6. The Lord of life healed the sinners and saved them.
7. You (pl.) received the same disciples and believed the same Christ.
8. He has not sent the books nor will he send them.
9. These good women glorified God because he healed their brothers and saved their sons.
10. You (sing.) began to preach the gospel because you heard the voice of the Lord.

**6.0 References/Further Readings**

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## UNIT 4: SECOND AORIST ACTIVE AND MIDDLE INDICATIVE

### Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
  - 3.1 Vocabulary Study
  - 3.2 The Second Aorist
  - 3.3 The Second Aorist Active Indicative of **τέηπσ**
  - 3.4 The Second Aorist Middle Indicative of **τέηπσ**
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Readings

### 1.0 Introduction

In the previous unit we dealt with the first aorist active and the first aorist middle which is the first form of the aorist form. In this unit, you will be exposed to the second form of the aorist. You are hereby advised to return to the last unit and revise the section on the aorist verb because most of the principles taught are applicable here. As you have been told before, the only difference between the first and second aorist is just that of form and not function.

### 2.0 Intended Learning Outcomes

By the end of this unit you should be able to:

- identify the difference between the first and the second aorist
- write the second aorist form for verbs that have the second aorist form
- identify some verbs that have both the first and second aorist forms.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|  |                                 |                     |              |
|--|---------------------------------|---------------------|--------------|
| ἔβα <sup>ι</sup> νλ                    | I threw, cast                   | εἶδ <sup>ν</sup> λ  | I saw        |
| εἶπ <sup>ν</sup> λ                     | I said                          | ἔιαβ <sup>ν</sup> λ | I took       |
| ἤγαγ <sup>ν</sup> λ                    | I led                           | ἦιζ <sup>ν</sup> λ  | I came, went |
| ἤλεγθα (1st aorist of I bore, brought) |                                 | ἔιπ <sup>σ</sup>    | I leave      |
| ἤλεγθ <sup>ν</sup> λ                   | (2nd aorist of I bore, brought) | ἔιπ <sup>ν</sup> λ  | I left       |
| πάζ <sup>ρ</sup> σ                     | I suffer                        | ἔπαζ <sup>ν</sup> λ | I suffered   |
| πίπ <sup>η</sup> σ                     | I fall                          | ἔπεζ <sup>ν</sup> λ | I fell       |
| ἔζ <sup>ρ</sup> νλ                     | I had                           | ἔθαγ <sup>ν</sup> λ | I ate        |

#### 3.2 The Second Aorist

The second aorist as said earlier is the kind of past tense in the Greek language that does not form the past tense by adding ζ to the stem but alter the stem radically and then add the secondary personal endings. It has to be noted that there is no way to determine whether a Greek verb will take the first or the second aorist. You may need to check the lexicon to determine this. Once you have determined the form of aorist a verb will take, it would be easy for you to finish

up the declension. Note however that there are very few irregular second aorist words, but for the most part they are very regular.

If you see a second aorist verb, to trace it back to the stem, follow the following steps:

First, strike off the secondary personal endings. For example, it will be „νλ“ in the first person singular. Second, if it is a syllabic augment, remove the augment and if it is a temporal augment, shorten the vowel back to the normal short vowel. For example, to determine the stem of ἔτηννλ remove the νλ and the ε which is the augment and what you will have is τηπ-.

You must know that the functions of the first and second aorist are exactly the same. The difference is only that of form. Consequently, with words that have the two forms of aorist, they mean the same thing. For example, ἤλεγθα (first aorist) and ἤλεγονλ (second aorist) forms of θέζω mean the same thing: “I bore or I brought”.

The following verbs should however be noted:

The verb εἶδνλ is from the verb εἶδα though some grammarians classify it as a second aorist form of βλέπω. The second aorist εἶπνλ is from the verb θεκί though some grammarians classify it as a second aorist form of λέγω. These verbs εἶδνλ and εἶπνλ in the New Testament usually has first aorist endings on the second aorist stem. You have to know also that there are some verbs that are deponent in the present tense but are active in the aorist. An example is ἔξρνωκλ that has its aorist active as ἤιζνλ and not ἤιζόκελ. As it has been said earlier you may need to check up confusing words in the lexicon to determine what their forms in the aorist would be.

### 3.3 The Second Aorist Active Indicative of λείπω:

The second aorist is one of those tenses where τόσ could no longer be used as our example. As a result, focus would be changed to the above word. The following is then the second aorist active of λείπω:

| Type of Verb                    | Greek Verb Form | English Translation |
|---------------------------------|-----------------|---------------------|
| 1 <sup>st</sup> Person Singular | ἔτηννλ          | I left              |
| 2 <sup>nd</sup> Person Singular | ἔτηπεο          | you left            |
| 3 <sup>rd</sup> Person Singular | ἔτηπε(λ)        | he, she, it left    |
| 1 <sup>st</sup> Person Plural   | ἐτίπνκελ        | we left             |
| 2 <sup>nd</sup> Person Plural   | ἐτίπεηε         | you left            |
| 3 <sup>rd</sup> Person Plural   | ἔτηννλ          | they left           |

### 3.4 The Second Aorist Middle Indicative of λείπω:

| Type of Verb                    | Greek Verb Form | English Translation           |
|---------------------------------|-----------------|-------------------------------|
| 1 <sup>st</sup> Person Singular | ἐτηπόκελ        | I left for myself             |
| 2 <sup>nd</sup> Person Singular | ἐτίπνπ          | you left for yourself         |
| 3 <sup>rd</sup> Person Singular | ἐτίπεην         | he (she, it) left for himself |
| 1 <sup>st</sup> Person Plural   | ἐτηπόκεζα       | we left for ourselves         |
| 2 <sup>nd</sup> Person Plural   | ἐτίπεζζε        | you left for yourselves       |
| 3 <sup>rd</sup> Person Plural   | ἐτίπνλην        | they left for themselves      |

## 4.0 Conclusion

In this unit you have been introduced to the second aorist active and the second aorist middle of the Greek tense. By now you are aware that the second aorist tense do not use the addition of ζ to the stem of the verb but alter the stem radically before adding the regular personal endings. You were also taught that there is no difference between the first and the second aorist in function but in form.

## 5.0 Summary

The following are the major lessons you have learnt in this unit:

- The second aorist do not form the past tense by adding ζ to the stem of the verb but by altering the stem radically before adding the regular personal endings.
- There is no difference between the first and the second aorist in function except in form.
- There are some words that have their aorist both in the first and the second aorist.
- There are some verbs that are deponent in the present tense but are active in the aorist.
- There are some peculiar verbs that have first aorist endings on the second aorist stem.

## Self-Assessment Exercise

### A. Translate the following sentences to English

1. παξείαβε ηήλ έπαγγείαλ παξά ηνῦ Μεζζίνπ, θαί θεξόζζεη αὐήηλ έλ ηή έθθιεζί .
2. έγέλνλην νί καζεηαί ηνῦ Κπξίνπ.
3. ό Υξήζηοο έμέβατε ηάο άκαξηαίο ηώλ άκαξηηηώλ θαί έζεξάπεπζελ αὐηνό.
4. θαί είδνκελ ηόλ Κύξηνλ θαί ήθνύζακελ ηώλ ιόγσλ αὐηνῦ.
5. νί άπόζηηνηη είδνλ ηόλ πίνλ ηνῦ Θενοῦ, έγέλεηην γάζ αὐηόο άλζξξςππο θαί έκελελ έλ ηῶ θόζκ .
6. ηαῦηα είπεηε ήκῖλ έλ ηῶ ίεξ , έθεῖλα δέ έλ ηῶ νίθ .
7. νῦδὲ είζηηζεο ειο ηήλ έθθιεζίαλ, νῦδὲ είπεο ιόγπο άγάπεο ηνίο ηέθνηηο.
8. ηά ίεξά αί ηηζηαί έπηνλ, θαί θαηηήζνλ ειο ηνῦ νίθπο αὐηώλ.
9. ό άλζξξςππο ήγαγε ηά ηέθλα πξόο ηόλ Κύξηνλ όηη έζρε ηήλ άγάπελ ηνῦ Θενοῦ έλ ηή θαξδί αὐηνῦ.
10. νί δίθαηηη έθαγνλ άξηηνλ έλ ηή έξήκ θαί έδόμαζαλ ηόλ Θεόλ.

### B. Translate the following sentences to Greek

1. The sinners ate the Lord's bread, but they did not glorify God.
2. Stones fell from the house, and the children bore them into the desert.
3. The Son of God suffered in those days.
4. You left your brother in the house of sin, but I am leading him to the Lord.
5. The sinners had houses, but they left them because the voice of the Messiah was being heard in the church.
6. We saw the Lord, we heard his parables, and we became his disciples.
7. The children said bad words because they heard them from the evil men.
8. He took gifts of bread, but I took gifts of fruit.
9. The brothers say that they saw the Lord and heard parables from him.
10. You have become righteous because the Son of God came down from heaven and into your hearts.

## 6.0 References/Further Readings

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## UNIT 5: AORIST PASSIVE INDICATIVE & FUTURE PASSIVE INDICATIVE

### Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes
- 3.0 Main Content
  - 3.1 Vocabulary Study
  - 3.2 The First Aorist Passive
  - 3.3 The Second Aorist Passive
  - 3.4 The Future Passive
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Readings

### 1.0 Introduction

In the previous unit we dealt with the second aorist active and middle indicative verb of the Greek language. In this unit, you will combine the study of the aorist passive and the future passive indicative. You will recall that before you studied the aorist tense you have studied the active and the middle form of the future tense. Now be prepared to handle the passive form of both tenses. Remember that in the passive voice it is the subject of the sentence that is being acted upon. You may need to revise the future active and middle as well as the voices in the Greek verbs before you commence your study of this unit.

### 2.0 Intended Learning Outcomes

By the end of this unit you should be able to:

- identify the first aorist passive verbs
- identify the second aorist passive verbs
- identify the future passive verbs
- write the future passive of all the verbs you have been given to this point
- write the aorist passive (whether first or second) of all the verbs you have been given to this point.

### 3.0 Main Content

#### 3.1 Vocabulary Study

|            |                |            |              |
|------------|----------------|------------|--------------|
| ἐβλήζελ    | I was thrown   | ἐγενήζελ   | I became     |
| ἐγλώζζελ   | I was known    | ἐδιδάργζελ | I was taught |
| ἐθεξύρζελ  | I was preached | ἐτήκθζελ   | I was taken  |
| ἐπνξενύζελ | I went         | ἤθηνύζζελ  | I was heard  |
| ἐτείθζελ   | I was left     | ἄπεζηάτελ  | I was sent   |
| ἐγξάθζελ   | I was written  | ὤθζελ      | I was seen   |

#### The First Aorist Passive

The first aorist passive has a tense suffix which is the syllable ζε but in the indicative it appears as ζε. As a secondary tense, the aorist passive is augmented in the normal way and takes the secondary personal endings that are added without the use of a connecting vowel. You have to

note here that the secondary active endings are used even though this is the passive voice. This would be reflected in the example that would follow.

When the verb stem ends with a consonant there are various changes before the ζε of the aorist passive. Following are the changes that are normally made; however, you need to check the lexicon until you have mastered the aorist passive form:

### Liquid Consonants

λ drops out before ζ. For example, θξίλσ becomes ἐθξίζελε.

ι, ξ are retained before ζ. For example, ἀγγέισ becomes ἠγγέιζελε.

κ inserts ε before ζ. For example, λέκσ becomes ἐλεκήζελε.

### Mute Consonants

#### Palatals

θ, γ change to ρ before ζ. For example, ἄγσ becomes ἤρζελε and δηώθσ becomes ἐδηώρζελε.

ρ is retained before ζ. For example, δηδάζσσ becomes ἐδηδάρζελε.

#### Labials

π, β change to θ before ζ. For example, ιείπσ becomes εἰείθζελε and ηξίβσ becomes ἐηξίθζελε.

θ elides the ζ and becomes second aorist. This would be discussed fully in the next section.

#### Dentals

η, δ, ζ change to ζ before ζ. For example, πείζσσ becomes ἐπείζζελε.

#### Sibilants

Sibilants change to ζ before ζ. For example, βαπηίδσσ becomes ἐβαπηίζζελε.

### The Second Aorist Passive

The second aorist passive is like the first aorist passive except for the absence of the ζ. Remember that the aorist passive of a verb cannot be determined by the aorist active. Some verbs like γξάθσσ have the first aorist active and the second aorist passive. Others like ιείπσσ have second aorist active and first aorist passive. However as far as function is concerned both first and second aorist passive are the same. They both indicate finished action received by the subject in the past time. The second aorist passive of ἀπνζηέισσ is set out below:

| Type of Verb                    | Greek Verb Form | English Translation   |
|---------------------------------|-----------------|-----------------------|
| 1 <sup>st</sup> Person Singular | ἀπεζηάιελ       | I was sent            |
| 2 <sup>nd</sup> Person Singular | ἀπεζηάιεο       | you were sent         |
| 3 <sup>rd</sup> Person Singular | ἀπεζηάιε        | he (she, it) was sent |
| 1 <sup>st</sup> Person Plural   | ἀπεζηάιεκελ     | we were sent          |
| 2 <sup>nd</sup> Person Plural   | ἀπεζηάιεηε      | you were sent         |
| 3 <sup>rd</sup> Person Plural   | ἀπεζηάιεζαλ     | they were sent        |

## The Future Passive

The future passive indicative is based on the aorist passive stem and this is why the study is delayed until you have understood the aorist passive stem. As a primary tense however, it will not take any augment and it will use primary passive personal endings. In addition to this, it will also take the future tense suffix (ζ) and the variable connecting vowel ν or ε. In function, the future passive deals with action received by the subject in the future time. The following is the future passive of ἴσθαι:

| Type of Verb                    | Greek Verb Form | English Translation         |
|---------------------------------|-----------------|-----------------------------|
| 1 <sup>st</sup> Person Singular | ἰσθήσεται       | I shall be loosed           |
| 2 <sup>nd</sup> Person Singular | ἰσθήσῃς         | you will be loosed          |
| 3 <sup>rd</sup> Person Singular | ἰσθήσεται       | he (she, it) will be loosed |
| 1 <sup>st</sup> Person Plural   | ἰσθήσεμεθα      | we shall be loosed          |
| 2 <sup>nd</sup> Person Plural   | ἰσθήσεσθε       | you will be loosed          |
| 3 <sup>rd</sup> Person Plural   | ἰσθήσονται      | they will be loosed         |

You have to note that most deponent verbs vary in the aorist and future passive. Some have passive forms like ἀπνθίζω. In the aorist passive it is written as ἀπεθξίξελ. “I answered”. Some other verbs have both the passive and the middle forms in the aorist. An example of this is γίνω. It can appear as ἐγελόκελ and as ἐγελήξελ. Both are however translated “I became”.

## 4.0 Conclusion

In this unit you have studied the forms of the aorist passive and the future passive indicative. You have been taught the formation of the stems of the two tenses and the expected changes when the suffixes of the stems are added. You also by now know that there is the first aorist and the second aorist passive as well. You have also been told that the future passive tense is built on the aorist passive stem except that it adds the features of the future tense which is a primary stem.

## 5.0 Summary

The following are the major points you have studied in this unit:

- The tense suffix of the first aorist is ζε though it appears as ζε.
- The second aorist passive is like the first aorist except for the absence of the ζ.
- The future passive indicative is built on the aorist passive stem.

## Self-Assessment Exercise

### A. Translate the following sentences to English

1. ἐδιδάρξενε ὑπὸ ἡδλ ἀπνζηνόισλ ηνῦ Κπξίνπ.
2. ἐλ ἐθειλ ηῖ ἡκέξ νί λεθξνί ἐγεξξήξνληαη ἐλ ηῖ ἰόγ ηνῦ Θενῦ.
3. ηαῦηα ἐγξάθε ἐλ ηαῖο γξαθαῖο.
4. νῦηη νί ἀκαξησινί ζπλήρξεζαλ εἰο ηὸλ νῖθνλ ηνῦ πξνθήηηπ.
5. λῦλ κελ πέκπνληαη νί καξηαί, ἡὸηε δὲ ἐπέκθξεζαλ θαὶ νί ἀπόζηηνιη θαὶ νί ἄγγειηη.
6. δηὰ ηῖο ἀγάπεο ηνῦ Ὑξηξηνῦ νί ἀκαξησινί ἐζώξεζαλ θαὶ ἐγελήξξεζαλ καξηαί ηνῦ Κπξίνπ.
7. ἐπνξεῦξεκελ εἰο ἔηεξνλ ἡόπνλ, ἐθειλνη γὰξ νῦθ ἐδέμαλην ἡκάο.
8. ἡὸ εὔαγγέιηηλ ἐθεξῦρξε ἐλ ἐθειλαηο ηαῖο ἡκέξαηο, θαὶ θεξπρξήξηνηη θαὶ λῦλ.

9. ἡ θσλῆ ἠθνύζζε θαι ὁ ἀπόζηηνηο ἀπεζηάτε ειο ηὸλ θόζκνλ.
10. ηῶλ ἀκαζησιῶλ πεῶηνο εικι, θαι δε ἐγὼ ἐζώζελ ηῆ ἀγάπ ηνῦ Θενοῦ.

**B. Translate the following sentences to Greek**

1. The evil men were saved because they were taught the way of Christ.
2. The Lord went into heaven, but the apostles were left in the world.
3. The voice was heard, and the gospel was preached.
4. The churches were seen by the faithful men, and they went into them with their children.
5. You became a disciple of the Lord because his love was known by you.
6. Stones were taken from the desert and thrown into the houses of the men of God.
7. The books were written, and the messengers were sent to sinners.
8. Now the words of Christ are being heard, but then he himself shall be heard and seen in heaven.
9. After these things he was received up into glory.
10. The Son of God was glorified, and the sinners were saved.
11. You were sinners, but you became sons.
12. His word shall be preached in the world, and children shall be cleansed from their sins.

**6.0 References/Further Readings**

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## UNIT 6: THIRD DECLENSION: LIQUID, MUTE AND SYNCOPATED STEMS

### Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Vocabulary Study
  - 3.2 Analysis of the Third Declension
  - 3.3 The Third Declension
- 4.0 Conclusion
- 5.0 Summary
- 6.0 References/Further Readings

### 1.0 Introduction

In the previous unit we dealt with the aorist passive indicative and the future passive indicative. However, we will pause in our focus on verbs and take a look again at the nouns. This time, we will look at the third declension having exhausted what we need to know about the first and second declension.

### 2.0 Intended Learning Outcomes

By the end of this unit you should be able to:

- identify the liquid stem
- identify the mute stem
- identify the syncopated stem
- explain the formation of the above stems

### 3.0 Main Content

#### 3.1 Vocabulary Study

|                      |          |                      |            |
|----------------------|----------|----------------------|------------|
| αἰώλ, αἰῶλνο, ὁ      | age      | ἄξροσλ, ἄξρολνηνο, ὁ | ruler      |
| ἐπίο, ἐπίδο, ἡ       | hope     | λύμ, λποηόο, ἡ       | night      |
| ζάξιμ, ζάξιθόο, ἡ    | flesh    | ράξηο, ράξηηηνο, ἡ   | grace      |
| παηήξ, παηξόο, ὁ     | father   | κήηεξ, κηηξόο, ἡ     | mother     |
| ζπαγήεξ, ζπαηηξόο, ἡ | daughter | ἄξρη, ἡ              | beginning  |
| ἄγγειά, ἡ            | message  | θνηησσλία, ἡ         | fellowship |

εἰο ηὐλ αἰῶλα is a Greek idiom meaning “forever” and εἰο ηνῦο αἰῶλαο is another idiom meaning “forever and ever”.

### Analysis of the Third Declension

There are five major classes of the third declension nouns, and these are known as liquid, mute, syncopated, vowel stem and the neuter stem. Within these divisions are other divisions especially in the vowel and neuter stems. These two will be considered in the next unit.

## The Liquid Stem

The liquid stem nouns are the nouns ending in liquid consonants. They are mostly masculine nouns with a few feminine nouns. The two, that is the masculine and the feminine nouns would be declined as αἰώλ below. Theoretically, find the stem of the noun and add the endings.

## The Mute Stem

These are the nouns ending in mute consonants. Like the liquid stem nouns, they also consist of masculine and few feminine nouns. In the paradigm that would be given below, they are represented by ράζηο, ἐπιτίο and λύμ. Using three examples is because of the difference in their declension. For example, ράζηο and ἐπιτίο are declined alike except in the accusative singular. The difference as you will notice is that in the accusative singular, ἐπιτίο ended with α and ράζηο with λ. You will now be faced with the dilemma of when to use either α or λ for the singular accusative. The answer is this: when a noun stem ends in η, δ or ζ preceded by η or π and it is not accented on the ultima in the nominative form, the accusative singular has the λ ending and the mute consonant drops out. Try to study this rule in the light of the declension of ράζηο and ἐπιτίο and you will understand it properly.

The inclusion of λύμ is to serve as an example of monosyllabic nouns of the third declension. These nouns are all not mute, some of them are liquid. When accenting monosyllabic nouns of the third declension they take the accent in the ultima in all forms except nominative plural and accusative singular and plural.

## The Syncopated Stems

The nouns in this class are also a mixture of masculine and feminine nouns. They are called syncopated nouns because of the shifting of regular accent. Their accent is explained by the use of πατηξ below. The following analysis of the syncopated noun will indicate its highly inflected nature:

- The stem is found by changing the ε to ε in the nominative singular. This is unusual for a third declension noun.
- The genitive and dative forms singular by dropping the ε of the stem and accent the ultima.
- The vocative singular is the simple stem of the noun and the accent is recessive.
- The stem vowel is accented in all plural forms.
- The plural dative drops the stem vowel ε and inserts a short α before the ζη ending.
- This analysis is true of all syncopated nouns except ὀλήξ (man) which is so irregular that it has to be omitted from this study. Its forms in the Greek New Testament are best learnt by observation.

## The Third Declension

In the third declension, there is a basic change in the dative plural form especially when the stem of the noun ends in a consonant. This is because the declension has to end with ζη. The following changes have to take place:

π, β or θ added to ζη becomes ζη  
θ, γ or ρ added to ζη becomes μη  
η, δ or ζ drops out leaving the ζη  
λ drops out leaving the ζη

λη drops out leaving the ζη but because two consonants are lost the vowel preceding the λη is lengthened. Through this, ν becomes νπ as in ἄρνληζη which will become ἄρνπζη. Note that all these third plural inflected forms may take the movable λ. Before giving the paradigms, it is better to first give the endings for the third declension:

| Case | Singular       |                |           | Plural         |            |            |
|------|----------------|----------------|-----------|----------------|------------|------------|
|      | Masculine      | Feminine       | Neuter    | Masculine      | Feminine   | Neuter     |
| Nom. | ο (or none)    | ο (or none)    | none      | εο             | εο         |            |
| Gen. | Οο             | Οο             | νο        | σλ             | σλ         | σλ         |
| Dav. | η (short)      | η (short)      | η (short) | ζη (short)     | ζη (short) | ζη (short) |
| Acc. | λ or α (short) | λ or α (short) | none      | αο (short)     | αο (short) | α (short)  |
| Voc. | None           | None           | none      | Not Applicable |            |            |

The following are paradigms for the declension:

#### Liquid Stem (using αἰών)

| Case                 | Singular | Plural |
|----------------------|----------|--------|
| Nominative           | αἰώλ     | αἰώλεο |
| Genitive (Ablative)  | αἰῶλνο   | αἰώλσλ |
| Dative (Loc., Inst.) | αἰῶλη    | αἰῶζη  |
| Accusative           | αἰῶλα    | αἰῶλαο |
| Vocative             | αἰώλ     | αἰώλεο |

#### Mute Stem (using σάπιρ)

| Case                 | Singular | Plural  |
|----------------------|----------|---------|
| Nominative           | ράζηο    | ράζηεο  |
| Genitive (Ablative)  | ράζηηνο  | ράζηησλ |
| Dative (Loc., Inst.) | ράζηηη   | ράζηηζη |
| Accusative           | ράζηλ    | ράζηηαο |
| Vocative             | ράζηο    | ράζηεο  |

#### Mute Stem (using ἐλπῖρ)

| Case                 | Singular | Plural   |
|----------------------|----------|----------|
| Nominative           | ἐπιτίο   | ἐπιτίεο  |
| Genitive (Ablative)  | ἐπιτίνο  | ἐπιτίσλ  |
| Dative (Loc., Inst.) | ἐπιτίη   | ἐπιτίζη  |
| Accusative           | ἐπιτίδα  | ἐπιτίδαο |
| Vocative             | ἐπιτίο   | ἐπιτίεο  |

#### Mute Stem (using νόξ)

| Case                 | Singular | Plural |
|----------------------|----------|--------|
| Nominative           | λύμ      | λύθηεο |
| Genitive (Ablative)  | λπθηόο   | λπθηῶλ |
| Dative (Loc., Inst.) | λπθηί    | λπμί   |
| Accusative           | λύθηα    | λύθηαο |
| Vocative             | λύμ      | λύθηεο |

### Syncopated Stem (using παηήπ)

| Case                 | Singular | Plural    |
|----------------------|----------|-----------|
| Nominative           | παηήξ    | παηέξεο   |
| Genitive (Ablative)  | παηέξοο  | παηέξεσλ  |
| Dative (Loc., Inst.) | παηέξι   | παηέξάζηη |
| Accusative           | παηέξα   | παηέξαο   |
| Vocative             | πάηεξ    | παηέξεο   |

#### 4.0 Conclusion

In this unit you have been introduced to the third declension which consists of liquid, mute and syncopated stems. Various nouns have been used as an example of the three declension forms.

#### 5.0 Summary

The following are the major points you have learnt in this unit:

- There are five major classes of third declension nouns: liquid, mute, syncopated, vowel stem and neuter.
- The ζη ending in this class of nouns leads to changes in the stems ending with consonants.
- Monosyllabic nouns are highly irregular.

#### Self-Assessment Exercise

##### A. Translate the following sentences to English

1. ἐπίδα νῦθ ἔρνκελ ὄηη νῦ γηλώζθνκελ ἠὸλ Κύξηηλ.
2. ἠῖ ράξηηη ἀὺηηνῦ ὁ Θεὸο ἔζσζελ ἀκαξησινῦο.
3. ὁ ἰόγνο κνπ κέλεη εἰο ἠὸλ αἰῶλα.
4. ὁ ἀπόζηηηηνο νῦθῆηη γηλώζθῆη ἠὸλ Κύξηηλ θαηὰ ἠῖλ ζάξθα.
5. ὁ πηλεξόο καζεηῆο ἐμῆ ἰζε θαὶ ἦλ λύμ.
6. ἄξρσλ ἠῖε πεξὸο ἠὸλ Ὑξῆζηῶλ θαὶ ἐδηδάρζε ἠῖλ ὀδὸλ ἠῖο δσῆο.
7. ἰέγνκελ ὄηη ἔρνκελ θηηῆσλῖαλ κῆη ἀὺηηνῦ.
8. ὁ Θεὸο ἐζηηλ ἀγαζὸο θαὶ νῖ πῖνὶ κέλνπεζηηλ ἐλ ἀὺηῶ εἰο ἠηὸο αἰῶλαο ἠὸλ αἰῶσλ.
9. ἐλ ἀξρῆ ἦλ ὁ ἰόγνο, θαὶ ὁ ἰόγνο ἦλ πεξὸο ἠὸλ Θεὸο, θαὶ Θεὸο ἦλ ὁ ἰόγνο. Οὔηηο ἦλ ἐλ ἀξρῆ πεξὸο ἠὸλ Θεὸο. Πάληα δε ἀὺηηνῦ ἐγέλεηη.
10. ὁ Κύξηηο δεηδάζεη ὄηη ὁ Θεὸο ἐζηηλ ὁ παηῆξ ἀγαζὸο ἀλζζώποσλ.

##### B. Translate the following sentences to Greek

1. The Son of God is the ruler of his kingdom.
2. The faithful disciples preached the gospel in the night and in the day.
3. The flesh is evil, but it will be cleansed from sin by the grace of God.
4. From the beginning of our fellowship with him we knew peace.
5. The daughter was taught the love of God by her mother, and the son by his father.
6. We were wicked men, but we were saved by his grace and love.
7. Through the death of the Son we see the love of the Father.

8. The world shall be destroyed, but the kingdom of heaven abides forever and ever.
9. The message of his church brings love, truth, grace and hope.
10. The Son was raised from death by the Father, and now men have hope of life after death.

## **6.0 References/Further Readings**

- Adewale, Olubiyi Adeniyi (2015). *Understanding Biblical Greek*, Abeokuta: Crowther Theological Publishers
- Aland, B., K. Aland, J. Karavidopoulos, C. M. Martini, and B. M. Metzger (eds.) (1993). *The Greek New Testament*, 4<sup>th</sup> ed. Germany: United Bible Societies
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## UNIT 7: THIRD DECLENSION: VOWEL STEM NOUNS

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#### 1.0 Introduction

In the previous unit you started working on the third declension nouns by going through the liquid, the mute and the syncopated stems. You would have noticed the variety of declension in all these stems and the need for you to master these declensions. In this unit, you will continue the study of the third declension nouns by examining the vowel stem nouns which are in three classes too as reflected in the contents above.

#### 2.0 Intended Learning Outcomes

By the end of this unit you should be able to:

- identify and decline all η stem nouns
- identify and decline all επ stem nouns
- identify and decline all π stem nouns.

#### 3.0 Main Content

##### 3.1 Vocabulary Study

|                         |              |
|-------------------------|--------------|
| ἀνάστασις, ἀναστάσις, ἡ | resurrection |
| γλῶσσις, γλώσσις, ἡ     | knowledge    |
| δύναμις, δπλακισμός, ἡ  | power        |
| θξίσις, θξίσις, ἡ       | judgement    |
| πίσις, πίσσις, ἡ        | faith        |
| πόσις, πόσις, ἡ         | city         |
| ζήσις, ζήσις, ἡ         | dissension   |
| ἀσις, ἀσις, ὁ           | fisherman    |
| ἀσις, ἀσις, ὁ           | chief priest |
| βασις, βασις, ὁ         | king         |
| γξισ, γξισ, ὁ           | scribe       |
| ἰξις, ἰξις, ὁ           | fish         |

ζηάρπο, ζηάρπνο, ό

ear of corn

### The ι Stem Nouns

The η stem nouns of the third declension are all feminine nouns. The following paradigms are representative of this class:

#### The ι Stem Nouns (using πίζηηρ)

| Case                        | Singular  | Plural    |
|-----------------------------|-----------|-----------|
| <b>Nominative</b>           | πίζηηηο   | πίζηηηηο  |
| <b>Genitive (Ablative)</b>  | πίζηηηηοο | πίζηηηηοο |
| <b>Dative (Loc., Inst.)</b> | πίζηηηη   | πίζηηηη   |
| <b>Accusative</b>           | πίζηηηλ   | πίζηηηηο  |
| <b>Vocative</b>             | πίζηηηλ   | πίζηηηηο  |

#### The ι Stem Nouns (using δύναμηρ)

| Case                        | Singular  | Plural    |
|-----------------------------|-----------|-----------|
| <b>Nominative</b>           | δύλακηηο  | δύλακηηο  |
| <b>Genitive (Ablative)</b>  | δύλακηηοο | δύλακηηοο |
| <b>Dative (Loc., Inst.)</b> | δύλακηη   | δύλακηη   |
| <b>Accusative</b>           | δύλακηλ   | δύλακηηο  |
| <b>Vocative</b>             | δύλακηη   | δύλακηηο  |

The following analysis calls attention to the characteristics of the inflection of these nouns:

Find the stem by striking off the ζ in the nominative singular.

- ε replaces the final η except in the nominative, accusative and vocative singular.
- ε unites with η ending in dative singular to form a diphthong.
- ηηο in nominative plural and accusative plural is the result of the contraction of εηο and εηο respectively.

The accent of the genitive singular and plural is irregular and stands on the antepenult even with a long ultima.

### The ες Stem Nouns

The επ stem nouns of third declension are all masculine. The following is the paradigm using ίεζεό:

#### The eu Stem Nouns (using ίεπεόρ)

| Case                        | Singular | Plural |
|-----------------------------|----------|--------|
| <b>Nominative</b>           | ίεζεό    | ίεζεό  |
| <b>Genitive (Ablative)</b>  | ίεζεόο   | ίεζεόο |
| <b>Dative (Loc., Inst.)</b> | ίεζεό    | ίεζεό  |
| <b>Accusative</b>           | ίεζεό    | ίεζεό  |
| <b>Vocative</b>             | ίεζεό    | ίεζεό  |

The following features could be noted in the analysis of the inflection of this class:

- Find the stem by striking off the ζ of the nominative singular.
- The final π of the stem is dropped before an ending with α vowel.
- In the dative singular and the nominative and accusative plural the same combinations are found in the η stem nouns proper.

### The ζ Stem Nouns

The π stem nouns of the third declension are mostly masculine; however, there are a few feminine and one neuter (δάξπ, a tear) noun. The inflection is regular. The stem is found by dropping the s of the nominative singular.

### The ζ Stem Nouns (using ισθύρ)

| Case                        | Singular | Plural          |
|-----------------------------|----------|-----------------|
| <b>Nominative</b>           | ἰρζύο    | ἰρζύεο          |
| <b>Genitive (Ablative)</b>  | ἰρζύνο   | ἰρζύσλ          |
| <b>Dative (Loc., Inst.)</b> | ἰρζύη    | ἰρζύζη          |
| <b>Accusative</b>           | ἰρζύλ    | ἰρζύαο or ἰρζύο |
| <b>Vocative</b>             | ἰρζύ     | ἰρζύεο          |

### 4.0 Conclusion

In this unit you have been given the entire paradigm for the vowel stem nouns of the third declension. These are sub-divided into three classes: the η stem, the επ stem and the π stem.

### 5.0 Summary

The following are the major points you have learnt in this unit:

- The η stem nouns of the third declension are all feminine
- The επ stem nouns of the third declension are all masculine
- The π stem nouns of the third declension are mostly masculine but with a few feminine nouns and one neuter noun.

#### A. Translate the following sentences to English

1. νί καζεηαί ηνῦ Κπξίνπ ἐξζίνπζη ἄξηνλ θαὶ ἰρζύλ θαὶ ζηάρπαο.
2. ὁ Μεξζζίαο ἐθήξπζζε ηὸ εὐαγγέτηνλ ηνῦ ἀτηῦζη θαὶ νί ἀξηρεξεῖο θαὶ νί γζακκαηεῖο ἔπεκπνλ ηνῦ δνύπνο ἀηῶλ ἀθνύεηλ ἀηῶλ.
3. ἐλ ηῆ πόιεη ὁ βαζηηεὸ κέζεη, νί δὲ ἀτηεῖο παζὰ ηῆ ζαυάζζ .
4. ἐζώζεκελ ηῆ ράξηηη δηὰ πίζηεσο.  
. ὁ Θεὸς ἔρη ηῆλ δύλακηλ θξίζενσο ἐλ ηῶ θόζκ θαὶ ἐλ ηῶ νύξαλῶ.
6. νί ἰεξεῖο γηλώζθνπζη ηὸλ λόκνλ, αἰ νύ γηλώζθνπζη ράξηηλ θαὶ πίζηηλ.  
. ἐλ ηῆ ἀλαζάζεη ηνῦ Υξηζηνοῦ εἰάβνκελ δσηλ θαὶ εἰξήλελ.  
. ζηάζηο ἐλ ηῆ ἐθθηεζί ἐζη θათή.
9. ὁ βαζηηεὸ ὁ ἀγαζὸς βιέπηη ηῆλ ἡκέζαλ ηοῦ Κπξίνπ.
10. ἡκζεξζε δύλακηλ ἀπὸ ηοῦ Θεοῦ θαὶ ἔξεζε νί καζεηαὶ ἀηηνοῦ.

#### B. Translate the following sentences to Greek

1. The chief priests and the scribes went out of the temple to hear the Lord.
2. The Lord spoke a parable to the fishermen, and they became his disciples.
3. The disciples were eating corn, and the priests saw them.
4. Even the children of the wicked men have the knowledge of God's grace in their hearts.
5. You were cleansed from your sins by grace through faith.
6. I have heard the parable concerning the judgement, and I received its truth into my heart.
7. By the resurrection of Christ from death the power of the Father is being glorified.
8. The king judges his servants, but we are under the power of the Lord.
9. By the law comes the knowledge of the power of sin.
10. Dissension was in the city on account of the parable concerning light and darkness.

## **6.0 References/Further Readings**

- Adewale, Olubiyi Adeniyi (2015). *Understanding Biblical Greek*, Abeokuta: Crowther Theological Publishers
- Aland, B., K. Aland, J. Karavidopoulos, C. M. Martini, and B. M. Metzger (eds.) (1993). *The Greek New Testament*, 4<sup>th</sup> ed. Germany: United Bible Societies
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