

# New Testament Greek

*A Reading Course*

Level 1

STUDENT TEXT



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# New Testament Greek

## *A Reading Course*

### — Level One —

*Student Text*

*Student Workbook*

*Teacher's Manual*

*Teacher's Manual for the Student Workbook*

### — Level Two —

*Student Text*

*Student Workbook*

*Teacher's Manual*

*Teacher's Manual for the Student Workbook*

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Level 1

STUDENT TEXT

SALLY TEAGUE



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**New Testament Greek: A Reading Course**  
**Level 1, Student Text**

Sally Teague

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# Author

*Sally Teague*

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AB, Classical Languages and Literature, Harvard University  
MATs, Old Testament, Gordon-Conwell Theological Seminary

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Sally Teague has decades of experience teaching classical languages, among other subjects. While living in the Middle East, she taught New Testament Greek at the Coptic Orthodox Seminary in Cairo, Egypt. With the help of her students, she wrote a textbook in Arabic to serve as an introduction to New Testament Greek, a precursor to this textbook. After returning to the United States, she taught New Testament Greek at the Boston campus of Gordon-Conwell Theological Seminary, where she wrote and used the first version of *New Testament Greek: A Reading Course*. She has most recently been teaching at Bradford Christian Academy in Haverhill, Massachusetts, where she developed the Latin studies program.



# Introduction

Available resources of *New Testament Greek: A Reading Course* are as follows:

1. The *Student Text*, in two volumes, is recommended for seminary, university, and postgraduate students, or motivated high school students.
2. The *Teacher's Manual* to accompany the *Student Text* is recommended for instructors, and for those who are studying Greek without the help of an instructor.
3. The *Student Workbook* is recommended for most high school students, for students who wish to extend their study of this textbook over two years, or for those who feel the need for additional practice. Exercises may be chosen as needed.
4. The *Teacher's Manual for the Student Workbook* is recommended for instructors and for those who are using the *Student Workbook* without the help of an instructor.

*New Testament Greek: A Reading Course* was written for the person who wishes to be able to read the Greek New Testament in its original language. By the time you have finished both volumes of this course, you will

1. have a good working knowledge of Greek grammar;
2. be familiar with technical vocabulary used in New Testament commentaries;
3. know about five hundred Greek words (words that occur over twenty-five times in the New Testament);
4. know the principal parts of the most common verbs;
5. have read well over one thousand verses from the different parts of the New Testament and the Septuagint;
6. understand some of the basic tools for critically analyzing a Greek text; and
7. be well prepared to read from the New Testament with the help of a lexicon.

*New Testament Greek: A Reading Course* not only presents the information you need to learn New Testament Greek in a clear and concise manner, it also gives you step-by-step guidance as to how you can master that information. Chapters are designed to be completed in about one class. They are constructed to function more as a dialogue than a lecture.

Vocabulary words, with English derivatives and/or short exercises to aid in memorization, are usually placed at the beginning of each chapter. You are encouraged to spend some time learning the vocabulary before proceeding to the introduction of new grammar.

The explanation of complicated grammatical concepts is broken up into small increments, each followed by short exercises that check for understanding and explore the implications of the new material. You should complete the exercises, either orally or in writing, to solidify your understanding before proceeding to the next section. (Students who are learning without the help of an instructor should use the teacher's manual to check their answers.) Please do not be concerned if you do not complete the exercises perfectly; some of the exercises ask you to make an educated guess. Simply take the time you need to understand each section and to memorize the forms as they are presented. A student workbook (and an accompanying teacher's manual) are available in separate volumes for those students who feel the need for extra practice.

Beginning in chapter 7, each chapter concludes with **Readings**, unadapted selections from the Greek New Testament and Septuagint. These readings incorporate the new vocabulary and grammar of the chapter. They are often followed by questions about figures of speech and other particulars.

To master New Testament Greek, you will need to plan for definite times to study. There are several reasons why it is better to schedule shorter study sessions spread over several days rather than to schedule one long study session in the course of a week:

1. Your brain learns more efficiently and effectively when it is allowed to sleep between study sessions.
2. You are giving your brain an opportunity to convert new material from short-term memory to long-term memory.
3. You will find studying easier and more enjoyable.
4. If you run into difficulties, you will have the opportunity to revisit questions the next day, after you have rested. It will also give you time to reach out to fellow students or your instructor for help.

If you run into difficulties, do not spend excessive time on one section. Instead, try the following strategies. Make a note of the difficulty so you can ask about it in class. Then, move on to the next step. Completing your assignment, even imperfectly, is better than not completing it at all. Rest and revisit the problem the next day and see if you don't understand it better. Consider finding a partner and studying Greek together. This can make the journey more pleasant. Also, consult the resources and helpful links made available at the publisher's website, <https://www.bolchazy.com/NTGreekCourse.aspx>.

If you read the New Testament outside of class, consider reading these texts in Greek as well as English; as you progress through the course, you will find your understanding of the Greek New Testament increasing steadily. When you buy a copy of the Greek New Testament, I suggest the

United Bible Societies (UBS) edition that includes the dictionary. If you have not yet read the New Testament in translation, consider reading at least one of the gospels (Matthew, Mark, Luke, or John) to give you some idea of the context of the quotations you are reading for this course. You may find one of many modern translations available easier to understand.

Finally, while studying Greek can be daunting, it is a tool that is necessary for understanding the book that is foundational to Christian thought. So as you study Greek, enjoy the opportunity that this course affords to read and better understand the New Testament.

SALLY TEAGUE

# Chapter 1

## *Introduction to the Greek Alphabet*



This twenty-sided polyhedron was inscribed with letters of the Greek alphabet, from alpha to upsilon. Such objects were thrown like dice and used to select a letter at random, which corresponded to an oracular message.

### 1. The Greek Alphabet

Below is a chart with the Greek alphabet and its pronunciation for your reference. There are exercises that follow to help you learn the letters and their pronunciation. Briefly look at this chart, then proceed to the exercises. The first line of the chart can be read as follows:

The letter α, A (alpha) is pronounced like the “a” in “media” or “calm.”

The letters ρ, υ, and χ are pronounced with sounds not found in English. An acceptable English pronunciation is given in addition to approximations taken from other modern languages.

Lower Case	Capital	Name (Greek)	Name (English)	Pronunciation
α	A	ἄλφα	alpha	media, <u>ca</u> lm
β	B	βῆτα	bēta	<u>b</u> at
γ	Γ	γάμμα	gamma	<u>g</u> um
δ	Δ	δέλτα	delta	<u>d</u> og
ε	E	ἑ ψιλόν	epsilon	b <u>e</u> d
ζ	Z	ζῆτα	zēta	bird <u>s</u>
η	H	ἦτα	ēta	<u>l</u> ate
θ	Θ	θῆτα	thēta	<u>th</u> ank
ι	I	ἰῶτα	iōta	s <u>i</u> t, p <u>i</u> zza
κ	K	κάππα	kappa	<u>s</u> kit
λ	Λ	λάμβδα	lambda	<u>l</u> amp
μ	M	μῦ	mū	<u>m</u> an
ν	N	νῦ	nū	<u>n</u> et
ξ	Ξ	ξῖ	xī	la <u>x</u>
ο	O	ὀ μικρόν	omicron	c <u>o</u> p
π	Π	πῖ	pī	s <u>p</u> in
ρ	P	ῥῶ	rhō	<u>t</u> res (Spanish), <u>r</u> at
σ, ς	Σ	σίγμα	sigma	<u>s</u> ad
τ	T	ταῦ	tau	<u>s</u> tack
υ	Υ	ϋ ψιλόν	ūpsilon	<u>ü</u> ber (German), 鱼 <u>y</u> u (Mandarin), <u>t</u> une
φ	Φ	φῖ	phī	<u>p</u> hilosophy
χ	X	χῖ	chī	ma <u>ch</u> en (German), <u>ch</u> aos
ψ	Ψ	ψῖ	psī	la <u>p</u> se
ω	Ω	ὦ μέγα	ōmega	c <u>o</u> ld

The Greek **vowels** are α, ε, η, ι, ο, υ, and ω. The rest of the letters are **consonants**.

## 2. The Greek Language and Its Pronunciation

The Greek language has been used by many peoples over several millennia. Greek is known to have existed from the thirteenth century BCE and continues to be spoken in the present day. After the conquests of Alexander the Great in the fourth century BCE—during the Hellenistic period, the Roman Empire, and the early Byzantine Empire—and up until the Arab conquests of the seventh century CE, Greek became the international language of the eastern part of the Mediterranean world. It was in this international dialect, called Koine Greek, that the New Testament was written. Through the present day, Greek has also been studied by both classical and New Testament scholars of many nations. Because the pronunciation of Greek has varied with time and location, we will not focus on trying to reproduce the exact pronunciation of Greek in the first-century Roman Empire.

However, it is important for you to establish a reasonably accurate and consistent method of pronunciation. Saying Greek words and sentences aloud will help you learn them more easily. You will also want to be able to understand and be understood when you speak with other scholars about Greek. For this book, I have chosen a system of pronunciation commonly used by New Testament scholars in the United States.

You may find learning to read Greek easier than learning to read English. This is because each of the twenty-four letters of the Greek alphabet is associated with only one sound, whereas several English letters have two or more sounds. For example, the Greek letter ε has only one sound while the English letter “e” has three: pet has a short “e,” while the first “e” in Pete is long and the second “e” is silent.

## 3. The Letters α, δ, ε, ι, κ, ο, τ

Here are seven letters that look like their English counterparts. Study their names and pronunciations. The first line reads, “The letter α (alpha) is pronounced like the ‘a’ in ‘media’ or ‘calm.’”

α	alpha	media, c <u>a</u> lm
δ	delta	<u>d</u> og
ε	epsilon	b <u>e</u> d
ι	iōta	s <u>i</u> t, p <u>i</u> zza
κ	kappa	s <u>k</u> it
ο	omicron	c <u>o</u> p
τ	tau	s <u>t</u> ack

A. Say the names of these letters. Which letters are vowels?

α δ ε ι κ ο τ

B. Pronounce these words. For now, ignore all the marks over the vowels. (The meanings of the words are provided for your entertainment. You do not need to learn them now.)

1. δέ and
2. τε and
3. εκ out of
4. τά the
5. τί what?
6. τό the

## 4. Dividing Words into Syllables

When reading a longer Greek word, it is helpful to break it up into syllables and read it one syllable at a time. Dividing the syllables correctly can make pronunciation easier. Below are a few rules for dividing syllables.

1. Every syllable has one vowel (or one vowel sound).
2. If possible, put a consonant at the beginning of each syllable. For example, the word δέκα is divided like this: δέ•κα.
3. If two consonants appear in the middle of a word, the syllable may be divided between the two consonants or before the two consonants, whichever seems most comfortable. For example, the word δεκτά is divided like this: δεκ•τά.

*Divide these words into syllables.*

- |         |         |           |            |
|---------|---------|-----------|------------|
| 1. κατά | down    | 6. δεκτά  | acceptable |
| 2. δέκα | ten     | 7. διό    | therefore  |
| 3. κακά | bad     | 8. δέκατα | tenth      |
| 4. τότε | then    | 9. ἄκακα  | innocent   |
| 5. διά  | through |           |            |

## 5. Syllable Stress

Whenever a word has more than one syllable, one of the syllables is pronounced more loudly than the other syllable(s). The syllable that is pronounced more loudly is called the **stressed syllable**. The stressed syllable is underlined in each of the English words below.

*Examples:* university, average, confidential, obviously



*Pronounce the English words slowly, dividing them into syllables. Identify the stressed syllable.*

1. accidentally
2. celebrate
3. arrest
4. evangelist
5. original
6. controversial

## 6. Accents

There are three **accent marks** used in Greek:

- acute the **acute accent**
- circumflex the **circumflex**
- grave the **grave accent**

These accents originally indicated tones or pitches; however many people today simply stress the accented syllable, regardless of which accent mark is used.

Accent marks were not used yet at the time when the New Testament was written; they were added by later editors. Since the rules for accents are complicated and since accent placement does not generally affect the meaning, we do not suggest that beginning students learn the rules for accents. However, those students who are striving for a very thorough understanding of the Greek language can find information about accents in the sections marked with a diamond (◆) throughout the book. A complete guide to the rules for accents is found in appendix I.

*Pronounce the words of the exercise in section 4 of this chapter, stressing the accented syllable.*

## 7. The Letter ν

ν	nū	<u>n</u> et
---	----	-------------

A. Say the names of these letters.

α δ ε ι κ ν ο τ

B. Pronounce these words, stressing the accented syllable.

- |          |       |            |            |
|----------|-------|------------|------------|
| 1. ἐν    | in    | 7. ναόν    | temple     |
| 2. ἀνά   | up    | 8. δοκόν   | log        |
| 3. κενά  | empty | 9. νότον   | south wind |
| 4. νέα   | new   | 10. τέκνον | child      |
| 5. ἐάν   | if    | 11. ὀδόντα | tooth      |
| 6. ἕνατα | ninth | 12. ἴδιον  | one's own  |

## 8. The Letter ρ

ρ	rhō	t <u>r</u> es (Spanish), <u>r</u> at
---	-----	--------------------------------------

A. Say the names of these letters.

α δ ε ι κ ν ο ρ τ

B. Pronounce these words.

- |            |       |            |           |
|------------|-------|------------|-----------|
| 1. κέντρον | sting | 6. ἄκρατον | undiluted |
| 2. νεκρά   | dead  | 7. τρία    | three     |
| 3. ἄρτον   | bread | 8. κρίνετε | you judge |
| 4. δένδρον | tree  | 9. καρδία  | heart     |
| 5. κέρατα  | horn  |            |           |

## 9. The Letter π

π	pī	s <u>p</u> in
---	----	---------------

A. Say the names of these letters.

α δ ε ι κ ν ο π ρ τ

B. Pronounce these words.

- |           |        |             |           |
|-----------|--------|-------------|-----------|
| 1. πάντα  | all    | 6. πρότερον | former    |
| 2. παρά   | beside | 7. περί     | around    |
| 3. καρπόν | fruit  | 8. πίνετε   | you drink |
| 4. τόπον  | place  | 9. πίπτετε  | you fall  |
| 5. πέτρα  | rock   |             |           |

## 10. The Letter μ

μ	mū	<u>m</u> an
---	----	-------------

A. Say the names of these letters.

α δ ε ι κ μ ν ο π ρ τ

B. Pronounce these words.

- |          |      |                |                          |
|----------|------|----------------|--------------------------|
| 1. μία   | one  | 6. πέμπομεν    | we send                  |
| 2. νόμον | law  | 7. παραδίδομεν | we deliver               |
| 3. μετά  | with | 8. μένετε      | you remain               |
| 4. μόνον | only | 9. ὁ μικρόν    | (this is a Greek letter) |
| 5. ὄνομα | name |                |                          |

## 11. The Letter ω

ω	ōmega	c <u>o</u> ld
---	-------	---------------

A. Say the names of these letters. Identify the vowels.

α δ ε ι κ μ ν ο π ρ τ ω

B. Pronounce these words.

- |           |          |               |           |
|-----------|----------|---------------|-----------|
| 1. μένω   | I remain | 6. παραδίδωμι | I deliver |
| 2. δοκῶ   | I think  | 7. ἐνώπιον    | before    |
| 3. πέμπω  | I send   | 8. περιπατῶ   | I walk    |
| 4. πίπτω  | I fall   | 9. ἐπερωτῶ    | I ask     |
| 5. δώδεκα | twelve   |               |           |

## 12. The Letter σ, ς

σ, ς	sigma	<u>s</u> ad
------	-------	-------------

Sigma is written σ in the beginning and middle of a word and ς at the end of a word.

A. Say the names of these letters.

α δ ε ι κ μ ν ο π ρ σ τ ω

B. Pronounce these words.

- |           |          |              |         |
|-----------|----------|--------------|---------|
| 1. ἐμός   | my       | 6. κόσμος    | world   |
| 2. στόμα  | mouth    | 7. πρόσωπον  | face    |
| 3. ὄρος   | mountain | 8. ἀπόκρισις | answer  |
| 4. μέσος  | middle   | 9. μακάριος  | blessed |
| 5. πίστις | faith    |              |         |

C. Practice **writing** these letters, pronouncing their names as you write.

α δ ε ι κ μ ν ο π ρ σ ς τ ω

### 13. Capital Letters in the Greek New Testament

Capital Greek letters are used for proper nouns and the titles of books. Depending on the editors of a text, they may also be used at the beginning of paragraphs, quotations, and/or sentences. Some editors of the Greek New Testament capitalize words designating God, and some do not.

A **proper noun** is the name of a specific person, place, thing, or time. Proper nouns are capitalized in English. Examples of proper nouns are “Caesar,” “Jerusalem,” and “Sabbath.” A **common noun** is the name of a general kind of person, place, thing, or time. Examples of common nouns are “emperor,” “city,” and “day.”

A. Greek capital letters usually resemble either the corresponding lower case Greek letter or their English equivalent. Write the lower case Greek letter that corresponds to each capital letter.

- |      |       |
|------|-------|
| 1. Μ | 8. Ν  |
| 2. Κ | 9. Ω  |
| 3. Α | 10. Ρ |
| 4. Τ | 11. Δ |
| 5. Ο | 12. Ι |
| 6. Ε | 13. Π |
| 7. Σ |       |

B. Practice **writing** these capital letters, pronouncing their names as you write.

Α Δ Ε Ι Κ Μ Ν Ο Π Ρ Σ Τ Ω

*C. Pronounce these place names and match them with their English equivalents.*

- |               |   |
|---------------|---|
| 1. Τασός      | Asia: a Roman province located in the west of modern Turkey         |
| 2. Σπανία     | Cana: a town in Galilee where Jesus performed his first miracle     |
| 3. Πόντος     | Macedonia: the ancestral territory of Alexander the Great           |
| 4. Ῥώμη       | Neapolis: a city on the western coast of Italy                      |
| 5. Μακεδονία  | Patmos: the island where John, the writer of Revelation, was exiled |
| 6. Σόδομα     | Pontus: a Roman province on the Black Sea                           |
| 7. Κανά       | Rome: the capital of the Roman Empire                               |
| 8. Σιών       | Sinai: the mountain where the Ten Commandments were given           |
| 9. Πάτμος     | Sodom: an ancient city destroyed along with Gomorrah                |
| 10. Ἀσία      | Spain: a province in the western Roman Empire                       |
| 11. Σινᾶ      | Tarsus: the city where the apostle Paul was born                    |
| 12. Νέα Πόλις | Zion: the hill in Jerusalem where the city of David was built       |

*Workbook, chapter 1 exercises α–ε may be completed after this section.    α–ε*

# Chapter 11

## *The Accusative Case*

This mold was used to shape special loaves of bread, which would have been distributed to medieval Christian pilgrims in Jerusalem. It depicts the Church of the Holy Sepulcher.



### 1. Vocabulary

#### NOUNS

**ἄρτος –ου, ὁ** (a loaf of) bread

**οἶνος –ου, ὁ** wine

#### PRONOUN

**τί\*** what? (*nom. & acc.*); why?

#### VERBS

**ἔχω** I have

**λαμβάνω** I receive; I take (hold of) [*syllable*]

#### PREPOSITION

**εἰς** (+ *acc.*) into; to, toward, against; for (the purpose of); leading to; as [*isogesis*]

**πιστεύω εἰς** (*phrase*) I put my faith in; I believe in

\* The acute accent of Nouns changes to grave.

**Test yourself:** Translate these words from memory.

- |          |                |
|----------|----------------|
| 1. τί    | 5. λαμβάνω     |
| 2. οἶνος | 6. ἔχω         |
| 3. εἰς   | 7. πιστεύω εἰς |
| 4. ἄρτος |                |

## 2. The Forms of Accusative Nouns

The accusative singular and plural forms of ἄνθρωπος are ἄνθρωπον and ἀνθρώπους respectively. Below is a declension of ἄνθρωπος showing the nominative, genitive, accusative, and vocative cases.

	<i>Singular</i>	<i>Plural</i>
<i>Nominative</i>	ἄνθρωπος	ἄνθρωποι
<i>Genitive</i>	ἀνθρώπου	ἀνθρώπων
<i>Accusative</i>	ἄνθρωπον	ἀνθρώπους
<i>Vocative</i>	ἄνθρωπε	ἄνθρωποι

A. Give the accusative form of each noun. Keep the number the same.

- |          |            |
|----------|------------|
| 1. λόγοι | 3. θεοί    |
| 2. ἄρτος | 4. Χριστός |

B. Give the plural form of each noun. Keep the case the same.

- |          |          |
|----------|----------|
| 1. υἱοῦ  | 3. ἄρτον |
| 2. λόγος | 4. κύριε |

C. Give the singular form(s) of each noun. Keep the case the same.

1. διδάσκαλοι
2. δούλους
3. ἀδελφῶν

D. **Test yourself:** Write the nominative, genitive, accusative, and vocative forms of ἄνθρωπος from memory.



### 3. Accusative Articles

α

Consider the following declension of ἄνθρωπος with its article. Note the accusative singular and plural articles, τόν and τοὺς respectively.

	<i>Singular</i>	<i>Plural</i>
<i>Nominative</i>	ὁ ἄνθρωπος	οἱ ἄνθρωποι
<i>Genitive</i>	τοῦ ἀνθρώπου	τῶν ἀνθρώπων
<i>Accusative</i>	τὸν ἄνθρωπον	τοὺς ἀνθρώπους
<i>Vocative</i>	ἄνθρωπε	ἄνθρωποι

A. Give the correct form of the article to modify each noun.

- |           |                |
|-----------|----------------|
| 1. κόσμον | 4. διδασκάλους |
| 2. λόγου  | 5. υἱοί        |
| 3. οἶνος  | 6. ἄρτων       |

B. Make these noun phrases plural. Keep the case the same.

1. τὸν ἀδελφόν
2. τοῦ υἱοῦ
3. ὁ ἄρτος

C. Make these noun phrases singular. Keep the case the same.

1. τῶν δούλων
2. τοὺς κυρίους
3. οἱ λόγοι

D. **Test yourself:** Write the nominative, genitive, and accusative forms of ὁ ἄνθρωπος from memory.

E. Translate these prepositional phrases.

1. εἰς τὸν κόσμον
2. ἐκ τῶν διδασκάλων
3. εἰς τὸν καιρόν

## 4. Direct Object

The following sentences have exactly the same words. What is the difference in meaning?

1. God loves the world.
2. The world loves God.

The difference is a matter of sentence structure. “God” is the subject of the first sentence and “the world” is the subject of the second sentence. The **subject** performs the action of the verb. “The world” is the direct object of the first sentence and “God” is the direct object of the second sentence. The **direct object** receives the action of the verb.

A. Identify which of the underlined phrases is the subject and which is the direct object.

1. The angels left the shepherds.
2. The shepherds found Mary and Joseph and the baby.
3. Mary treasured all these things in her heart.

B. **Observe**

What do you notice about subjects and direct objects in English sentences?

C. Use these examples to determine how Greek distinguishes between the subject and direct object of a sentence.

βλέπει ὁ ἀπόστολος τὸν διδάσκαλον. The apostle sees the teacher.

βλέπει τὸν ἀπόστολον ὁ διδάσκαλος. The teacher sees the apostle.

## 5. The Accusative as Direct Object

β

In Greek, the subject is in the nominative case and the direct object of a verb is in the accusative case. In English, the subject is normally before the verb, and the direct object after the verb.

<i>Direct Object</i>	<i>Verb</i>	<i>Subject</i>
<u>τὸν ἄρτον</u>	λαμβάνουσιν	οἱ ἄνθρωποι.
<i>Subject</i>	<i>Verb</i>	<i>Direct Object</i>
The men	receive	<u>the bread</u> .

Translate the sentences.

1. γράφει ὁ ἀπόστολος τοὺς λόγους.
2. κύριον ἔχουσιν οἱ δοῦλοι.
3. τί οὐ λαμβάνει ἄρτον ὁ ἄνθρωπος;

4. διδάσκει ὁ Ἰησοῦς ἀνθρώπους.
5. ἀδελφέ, τί ἀκούεις;
6. ὑμεῖς ἔχετε κύριον, ἀλλ' ἐγὼ οὐκ ἔχω.
7. τίς βλέπει τὸν ἄνθρωπον;
8. τὸν ἀδελφὸν διδάσκει ὁ διδάσκαλος.
9. ἔχομεν ἄρτον καὶ οἶνον.
10. τί θέλετε, υἱοί;

## 6. Phrases with Genitive Nouns

A genitive noun generally depends on the noun that is closest. In the sentence below, τοῦ θεοῦ depends on τὸν λόγον, not on ὁ ἄνθρωπος, because τὸν λόγον is closer. The genitive noun and the noun on which it depends together make a noun phrase.

ὁ ἄνθρωπος ἀκούει (τὸν λόγον τοῦ θεοῦ).

The man hears the word of God. **NOT** The man of God hears the word.

*Identify the phrases with genitive nouns. Then translate the sentences.*

1. ὁ θεὸς ἀληθῶς γινώσκει τοὺς υἱοὺς τῶν ἀνθρώπων.
2. τοὺς δούλους τοῦ Χριστοῦ οὐ λαμβάνει ὁ κόσμος.
3. γράφουσι τοὺς λόγους οἱ ἀπόστολοι τοῦ Χριστοῦ.
4. ἔχει ὁ δούλος τὸν ἄρτον καὶ οἶνον τοῦ κυρίου.
5. ἐκ τῶν ἀδελφῶν τοῦ διδασκάλου εἰμί.
6. πιστεύουσιν εἰς τὸν υἱὸν τοῦ θεοῦ.

## 7. Objects of the Verb ἀκούω

γ

When the object of the verb ἀκούω is a person, it is in the genitive case.

ὁ ἄνθρωπος ἀκούει τὸν λόγον τοῦ θεοῦ.      The man hears the word of God.

ὁ ἄνθρωπος ἀκούει τὸν λόγον.      The man hears the word.

ὁ ἄνθρωπος ἀκούει τοῦ θεοῦ.      The man hears God.

*Translate the sentences.*

1. ἀκούει τοὺς λόγους τοῦ ἀδελφοῦ.
2. οὐκ, ἀδελφοί, τοὺς λόγους τοῦ θεοῦ ἀκούετε;
3. σὺ ἀληθῶς ἀκούεις τοῦ διδασκάλου;
4. τοῦ υἱοῦ τοῦ ἀνθρώπου οὐκ ἀκούουσιν.

## 8. Implied Possession

With nouns implying a relationship between two people, such as “son,” “brother,” or “mother,” Greek avoids using possessive adjectives such as “my,” “your,” “his,” “her,” “our,” and “their.” Unless otherwise specified, the relationship is assumed to be with the subject of the verb.

βλέπω τὸν ἀδελφόν. I see my brother.

*Translate these sentences.*

1. τὸν κύριον γινώσκουσιν οἱ δοῦλοι.
2. λαμβάνει ὁ ἄνθρωπος τὸν ἀδελφόν.
3. τοὺς δούλους διδάσκεις;
4. ὑμεῖς πιστεύετε εἰς τὸν διδάσκαλον.

## 9. Transitive Verbs, Intransitive Verbs, and Linking Verbs δ

An **intransitive verb** is a verb that has no direct object. A **transitive verb** is a verb that has a direct object, which must be accusative. A **linking verb** is a verb that cannot have a direct object, but rather has a predicate nominative. The verb εἰμί is the most common linking verb.

*Intransitive Verb with No Direct Object and No Predicate Nominative*

μένω. I remain.

*Transitive Verb with an Accusative Direct Object*

βλέπω διδάσκαλον. I see a teacher.

*Linking Verb with a Predicate Nominative*

εἰμι διδάσκαλος. I am a teacher.

A. Determine whether the verb in each sentence is a transitive verb, intransitive verb, or linking verb. Translate the sentences.

1. οὐ πιστεύουσιν οἱ κύριοι.
2. οἱ δοῦλοι ἀδελφοί εἰσιν.
3. λέγει λόγον.
4. γινώσκομεν τὸν διδάσκαλον.

B. Give the correct singular ending for these nouns. Translate the sentences.

1. ἔχομεν οἶν \_\_\_\_\_.
2. σὺ εἶ δοῦλ \_\_\_\_\_.
3. λαμβάνεις κύρι \_\_\_\_\_;
4. ἄνθρωπ \_\_\_\_\_ ἐστίν.

C. Give the correct plural ending for these nouns. Translate the sentences.

1. κύρι \_\_\_\_\_ ἐσμεν.
2. ἄρτ \_\_\_\_\_ ἔχουσιν.
3. διδάσκει ὁ διδάσκαλος ἀνθρώπ \_\_\_\_\_.
4. οὐκ ἐστὲ θε \_\_\_\_\_.

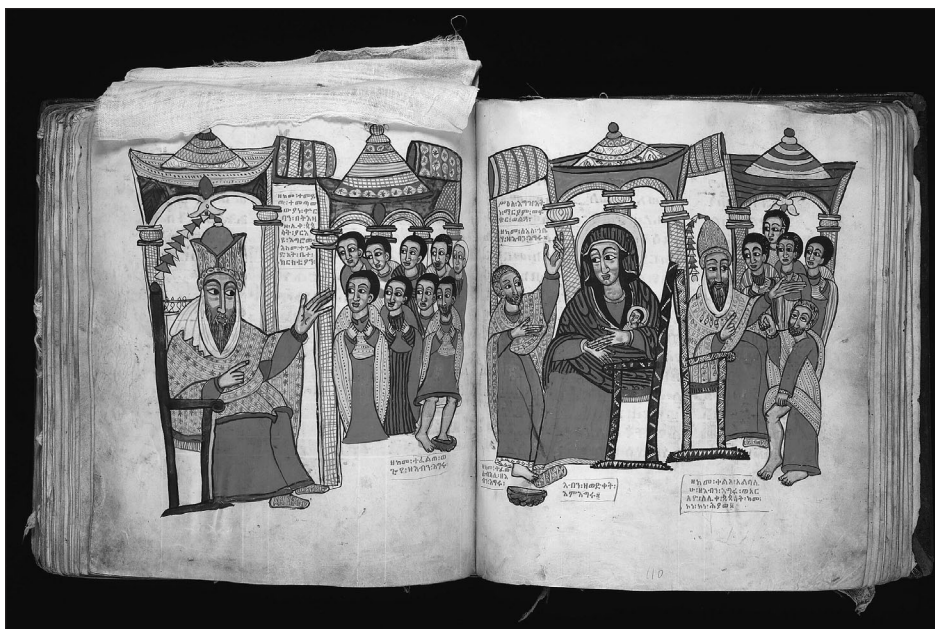
## 10. Readings from the New Testament and Septuagint

ε

1. Τί σὺ βλέπεις, Ἀμωσ; Amos 8:2  
    **Ἀμωσ, ὁ** Amos, a prophet in the Hebrew Scriptures
2. Οἶνον οὐκ ἔχουσιν. John 2:3
3. σὺ οὖν τί λέγεις; John 8:5
4. Σὺ πιστεύεις εἰς τὸν Υἱὸν τοῦ ἀνθρώπου; John 9:35
5. Τί οὖν ἐστιν, ἀδελφοί; 1 Cor 14:26

# Chapter 46

## Regular Comparative and Superlative Adjectives



The images in this seventeenth-century Ethiopian manuscript depict Mary, mother of Jesus.

### 1. Vocabulary

#### NOUNS

ἄγρός –οῦ, ὁ

field; farm; countryside [*agronomy*]

γλῶσσα –ας, ἡ

tongue, language [*glossolalia, glossary*]

Μαρία –ας or Μαριάμ, ἡ

Mary, mother of Jesus; sister of Lazarus

#### VERB

περιπατέω

I walk [*peripatetic*]

#### ADVERBS

μᾶλλον

more, rather

ὅπου

where; when, while

ᾧδε

here

A. **Extend your vocabulary:** Use the new vocabulary to guess the meaning of πατέω.

B. **Test yourself:** Translate these words from memory.

- |              |                 |
|--------------|-----------------|
| 1. ὅπου      | 5. ἀγρός        |
| 2. περιπατέω | 6. μᾶλλον       |
| 3. ὧδε       | 7. Μαρία –ας, ἡ |
| 4. γλῶσσα    |                 |

## 2. Positive, Comparative and Superlative Degrees of Adjectives

Adjectives in Greek and English have three **degrees**: **positive**, **comparative**, and **superlative**. For example,

<i>Positive</i>	πονηρός –ή –όν	wicked
<i>Comparative</i>	πονηρό <u>τερος</u> –α –ον	more wicked
<i>Superlative</i>	πονηρό <u>τατος</u> –η –ον	most wicked

Aside from πρεσβύτερος, the comparative form of πρεσβύτερης –ου, ὁ (= elderly man), all the adjectives in chapters 1–45 are positive adjectives.

In Greek, **comparative** adjectives are usually formed by adding the endings –τερος –τερα –τερον. Greek comparative adjectives may be translated into English in various ways:

1. with the ending –er, as in “stronger,”
2. with the word “more,” as in “more important,” or
3. with the word “rather,” as in “rather nice.”

*Comparative* πονηρότερος ἄνθρωπος a more wicked man, a rather wicked man

The endings of regular Greek **superlative** adjectives are usually –τατος –τατη –τατον or –ιστος –ιστη –ιστον. Greek superlative adjectives may be translated in various ways:

1. with the ending –est, as in “tallest,”
2. with the word “most,” as in “most beautiful,” or
3. with the word “very,” as in “very pleasant.”

*Superlative* πονηρότατος ἄνθρωπος a very wicked man  
ὁ ἄνθρωπος ὁ πονηρότατος the most wicked man



In Koine Greek, a positive adjective is sometimes used in place of a comparative or superlative form.

Ἔτι ὁ μικρός. 1 Sam 16:11 [There is] still the youngest.

A. Translate each adjective form. Some definitions have been given to you.

- |                             |                     |                     |
|-----------------------------|---------------------|---------------------|
| 1. ἅγιος –α –ον             | ἀγιότερος –α –ον    | ἀγιώτατος –η –ον    |
| 2. ἀκριβής –ές (strict)     | ἀκριβέστερος –α –ον | ἀκριβέστατος –η –ον |
| 3. εὐκοπος –ον (easy)       | εὐκοπώτερος –α –ον  |                     |
| 4. καινός –ή –όν            | καινότερος –α –ον   |                     |
| 5. τίμιος –α –ον (precious) | τιμότερος –α –ον    | τιμιώτατος –η –ον   |
| 6. ὑψηλός –ή –όν (high)     | ὑψηλότερος –α –ον   | ὑψιστος –η –ον      |

B. Translate these phrases and sentences using the vocabulary of exercise 2A.

- τί γάρ ἐστιν εὐκοπώτερον . . . ; Matt 9:5
- τι καινότερον Acts 17:21
- κατὰ τὴν ἀκριβεστάτην αἵρεσιν τῆς ἡμετέρας θρησκείας Acts 26:5  
αἵρεσις –εως, ἡ religious faction, party  
ἡμέτερος –α –ον our  
θρησκεία –ας, ἡ religion
- Οὗτος . . . ὁ Μελχισέδεκ, βασιλεὺς Σαλήμ, ἱερεὺς τοῦ Θεοῦ τοῦ Ὑψίστου  
Heb 7:1  
Μελχισέδεκ, ὁ Melchizedek  
Σαλήμ, ἡ Salem, or Jerusalem; (Hebrew) peace  
ἱερεὺς –εως, ὁ priest
- τῇ ἀγιωτάτῃ ὑμῶν πίστει Jude 1:20
- ὁ φωστὴρ αὐτῆς ὅμοιος λίθῳ τιμιωτάτῳ. Rev 21:11  
φωστὴρ –ῆρος, ὁ radiance, brilliance  
ὅμοιος –α –ον like (+ dat.)  
λίθος –ου, ὁ stone

### 3. Phrases with Comparative Adjectives

α–β

Comparative adjectives compare one noun or pronoun to another. Sometimes the second element of comparison is in the genitive case. This is called a **genitive of comparison**. In the following example, ἑαυτοῦ is a genitive of comparison.

ἐπτά ἕτερα πνεύματα πονηρότερα ἑαυτοῦ Matt 12:45  
seven other spirits more evil than itself

Sometimes both the elements of comparison are in the same case and separated by ἢ (or occasionally ὑπερ), which means “than.” In the following example, ἐαυτόν is in the accusative case because it is being compared with the accusative direct object πνεύματα.

ἐπτά ἕτερα πνεύματα πονηρότερα ἢ ἐαυτόν  
seven other spirits more evil than itself

*Translate the following phrases.*

1. ἰσχυρότερός μου Matt 3:11  
ἰσχυρός –α –ον strong, mighty
2. τὰ βαρύτερα τοῦ νόμου Matt 23:23  
βαρὺς –εῖα –ύ weighty, important
3. ἐντιμότερός σου Luke 14:8  
ἐντιμος –όν honored, esteemed, distinguished
4. ὁ νεώτερος αὐτῶν Luke 15:12  
νέος –α –ον young
5. ὁ υἱὸς αὐτοῦ ὁ πρεσβύτερος Luke 15:25
6. εὐγενέστεροι τῶν ἐν Θεσσαλονίκη Acts 17:11  
εὐγενής –ές open-minded  
Θεσσαλονίκη –ης, ἡ Thessalonica, a city in Macedonia
7. ὑψηλότερος τῶν οὐρανῶν Heb 7:26  
ὑψηλός –ή –όν high

## 4. The Dative of Degree of Difference

A dative adjective may be used with a comparative to show degree of difference.

πολλῷ μᾶλλον      much more  
πόσῳ μᾶλλον      how much more

## 5. Readings from the New Testament and Septuagint γ

1. τὸν ἀγρὸν καὶ τὸ σπήλαιον τὸ ἐν αὐτῷ σοι δίδωμι. Gen 23:11  
σπήλαιον –ου, τό cave
2. οὐκ ἀγαθὸς ἐγὼ σοι ὑπὲρ δέκα τέκνα; 1 Sam 1:8  
δέκα ten (*indeclinable*)

3. ἀγαθὴ ἐσχάτη λόγων ὑπὲρ ἀρχὴν αὐτοῦ. Eccl 7:8  
ἐσχάτη –ης, ἡ end
4. εἰ δὲ τὸν χόρτον τοῦ ἀγροῦ . . . ὁ Θεὸς οὕτως ἀμφιέννυσιν, οὐ πολλῶ  
μᾶλλον ὑμᾶς, ὀλιγόπιστοι; Matt 6:30  
χόρτος –ου, ὁ grass  
ἀμφιέννυμι I clothe  
ὀλιγόπιστος –η –ον of little faith
5. Διδάσκαλε, ποία ἐντολὴ μεγάλη ἐν τῷ νόμῳ; Matt 22:36
6. οὐχ οὗτός ἐστιν ὁ τέκτων, ὁ υἱὸς τῆς Μαρίας καὶ ἀδελφὸς Ἰακώβου καὶ  
Ἰωσήτος καὶ Ἰούδα καὶ Σίμωνος; καὶ οὐκ εἰσὶν αἱ ἀδελφαὶ αὐτοῦ ὧδε  
πρὸς ἡμᾶς; Mark 6:3  
τέκτων –ονος, ὁ carpenter  
Ἰωσῆς, Ἰωσήτος, ὁ Joses
7. τὸ πνεῦμα ὅπου θέλει πνεῖ καὶ τὴν φωνὴν αὐτοῦ ἀκούεις. John 3:8  
πνέω I blow
8. εἰ δὲ τὸ παράπτωμα αὐτῶν πλοῦτος κόσμος καὶ τὸ ἥττημα αὐτῶν πλοῦτος  
ἐθνῶν, πόσω μᾶλλον τὸ πλήρωμα αὐτῶν. Rom 11:12  
παράπτωμα –τος, τό sin, wrongdoing, trespass  
πλοῦτος –ου, ὁ, τό riches, wealth, abundance  
ἥττημα –τος, τό defeat; failure  
πόσος –η –ον how much  
πλήρωμα –τος, τό fullness, completeness, fulfillment
9. Ὅτι τὸ μωρὸν τοῦ Θεοῦ σοφώτερον τῶν ἀνθρώπων ἐστὶν καὶ τὸ ἀσθενὲς  
τοῦ Θεοῦ ἰσχυρότερον τῶν ἀνθρώπων. 1 Cor 1:25  
μωρόν –ου, τό foolishness  
σοφός –ή –όν wise  
ἀσθενὲς –ους, τό weakness  
ἰσχυρός –ά –όν strong, mighty, powerful
10. ἔτι γὰρ σαρκικοὶ ἐστε. ὅπου γὰρ ἐν ὑμῖν ζῆλος καὶ ἔρις, οὐχὶ σαρκικοὶ ἐστε  
καὶ κατὰ ἄνθρωπον περιπατεῖτε; 1 Cor 3:3  
σαρκικός –ή –όν of the flesh, worldly  
ζῆλος –ου, ὁ jealousy  
ἔρις –ιδος, ἡ strife, selfish rivalry, quarreling

11. μὴ πάντες ἀπόστολοι; μὴ πάντες προφῆται; μὴ πάντες διδάσκαλοι; μὴ πάντες δυνάμεις; μὴ πάντες χαρίσματα ἔχουσιν ἰαμάτων; μὴ πάντες γλώσσαις λαλοῦσιν; μὴ πάντες διερμηνεύουσιν; 1 Cor 12:29–30

δύναμις –εως, ἡ power, ability, miracle; here, "miracle worker"

χάρisma –τος, τό gift

ἰαμα –τος, τό healing

διερμηνεύω I interpret, explain, translate

12. Εὐχαριστῶ τῷ Θεῷ, πάντων ὑμῶν μᾶλλον γλώσσαις λαλῶ. 1 Cor 14:18  
εὐχαριστέω I thank (+ dat.)

13. εἰ γὰρ τῇ διακονίᾳ τῆς κατακρίσεως δόξα, πολλῷ μᾶλλον περισσεύει ἡ διακονία τῆς δικαιοσύνης δόξη. 2 Cor 3:9

διακονία –ας, ἡ ministry

κατάκρισις –εως, ἡ condemnation

περισσεύω I abound; I exceed; I excel

14. διὰ πίστεως γὰρ περιπατοῦμεν, οὐ διὰ εἶδους. 2 Cor 5:7  
εἶδος –ους, τό visible form, outward appearance; sight, seeing

15. Οὕτως καὶ ἡ γλῶσσα μικρὸν μέλος ἐστὶν καὶ μέγала αὐχεῖ. ἰδοὺ ἡλίκον πῦρ ἡλίκην ὕλην ἀνάπτει. καὶ ἡ γλῶσσα πῦρ. Jas 3:5–6

αὐχέω I boast, make wild claims

ἡλίκος –η –ον how great, how large; how small

ὕλη –ης, ἡ forest

ἀνάπτω I kindle, set ablaze

Find examples of these constructions in the **Readings** in this chapter.

1. dative of advantage or possession
2. dative of degree of difference
3. dative of reference or respect
4. genitive of comparison
5. a positive adjective substituted for a comparative
6. a positive adjective substituted for a superlative

## 6. A Figure of Speech: Paronomasia or Pun

**Paronomasia** [par•o•no•ma•SEE•a] or **pun** is the use of a word in such a way as to suggest more than one meaning. For example, “Santa Claus’s helpers are known as subordinate Clauses.”

**Consider** how these figures of speech are used in the **Readings** in this chapter.

1. alliteration
2. assonance
3. metaphor
4. oxymoron
5. paronomasia or pun