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LESSON 2

1 RECITATION

Greeting

Recitation:

- » imperfect active endings;
imperfect active: λύω, ἄγω
- » first aorist active endings;
first aorist active: λύω
- » second aorist active endings;
second aorist active: ἄγω
- » liquid aorist active: μένω
- » pluperfect active endings;
pluperfect active: λύω
- » 1st-3rd person pronouns
- » 3rd declension noun endings

Lesson 2

The Greek Article

ὁ, ἡ, τό *the*

	Singular			Plural		
	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
N	ὁ	ἡ	τό	οἱ	αἱ	τά
G	τοῦ	τῆς	τοῦ	τῶν	τῶν	τῶν
D	τῷ	τῇ	τῷ	τοῖς	ταῖς	τοῖς
A	τόν	τήν	τό	τούς	τάς	τά

1st and 2nd Declension Adjectives (2-1-2)

ἀγαθός, -η, -ον *good*

	Singular			Plural		
	M	F	N	M	F	N
N	ἀγαθός	ἀγαθή	ἀγαθόν	ἀγαθοί	ἀγαθαί	ἀγαθά
G	ἀγαθοῦ	ἀγαθῆς	ἀγαθοῦ	ἀγαθῶν	ἀγαθῶν	ἀγαθῶν
D	ἀγαθῷ	ἀγαθῇ	ἀγαθῷ	ἀγαθοῖς	ἀγαθαῖς	ἀγαθοῖς
A	ἀγαθόν	ἀγαθήν	ἀγαθόν	ἀγαθούς	ἀγαθάς	ἀγαθά

- ♦ Both the article and adjectives must agree with their noun in gender, number, and case.
- ♦ 2-1-2 describes the pattern of inflection. 2-1-2 adjectives have 2nd declension endings in the masculine and neuter, and 1st declension endings in the feminine.
 - **PIE Rule:** If the stem ends in ρ, ι, or ε (PIE), the feminine singular case endings will follow the pure α pattern. Otherwise, the feminine has pure η endings.
- ♦ The order of the article, adjective, and noun affects the meaning. Review the syntax of adjectives: *attributive position*, *predicate position*, and *substantive position*.

Position	Word Order	Example	Translation
Attributive	Article + Adjective + Noun	ὁ ἀγαθὸς ἄνθρωπος	<i>the good man</i>
	Article + Noun + Article + Adjective	ὁ ἄνθρωπος ὁ ἀγαθός	
Predicate	Article + Noun + Adjective	ὁ ἄνθρωπος ἀγαθός	<i>the man is good</i>
	Adjective + Article + Noun	ἀγαθὸς ὁ ἄνθρωπος	
Substantive	Article + Adjective	ὁ ἀγαθός	<i>the good (man)</i>
	Adjective	ἀγαθός	

10 Lesson 2

3 GRAMMAR - CHALK TALK

Lesson Goal: Review the Greek article, 2-1-2 adjectives, and the syntax of adjectives. Introduce 2-2 adjectives.

1. **The Greek Article:** Have the students recite the Greek article from memory. Review if necessary.
2. **The Formation of 2-1-2 Adjectives:** Have the students recite the endings for 2-1-2 adjectives from memory. Then, have the students recite the model adjective ἀγαθός in all of its forms. Ask students: When will a 1st declension feminine adjective follow the pure α pattern? (if the stem ends in ρ, ι, or ε; the PIE Rule) Like the article, how will an adjective agree with a word that it modifies? (case, gender, and number)
3. **The Formation of 2-2 Adjectives:** 2-2 adjectives use 2nd declension endings for both the masculine and the feminine forms, and the neuter follows the 2nd declension, according to the neuter rule. Write the model stem αἰώνι on the board. While the students are looking at the stem αἰώνι, have them recite the paradigm in all its forms (the students only need to recite the M/F forms once). Write the following on the board: ἡ αἰώνι__ δόξα and ὁ αἰώνι__ λόγος and ask students to fill in the blank with the appropriate ending (ὁ αἰώνιος δόξα and ὁ αἰώνιος λόγος). Ask students: Why does αἰώνιος have the same ending for the feminine ἡ δόξα and the masculine ὁ λόγος? (αἰώνιος is a 2-2 adjective; the M/F endings are the same)
4. **The Syntax of Adjectives:** Though Greek has a freer word order than English, certain constructions in Greek follow a set word order. The syntax of adjectives is such a case. In Greek, an adjective will modify a noun in one of two ways: 1) it will attribute an attribute to a noun, or 2) it will predicate an attribute of a noun. Students should master this syntax as it will appear throughout their study of Greek.

Write the following on the board: ὁ ἀγαθὸς ἄνθρωπος and ὁ ἄνθρωπος ὁ ἀγαθός. Ask students to observe the word order; make them identify the constituent parts in order (in the first: article + adjective + noun; in the second: article + noun + article + adjective). Ask them: Which part of speech has the article in both examples? (the adjective)

2nd Declension Adjectives (2-2)

αἰώνιος, αἰώνιον *eternal*

	Singular		Plural	
	M/F	N	M/F	N
N	αἰώνιος	αἰώνιον	αἰώνιοι	αἰώνια
G	αἰωνίου	αἰωνίου	αἰωνίων	αἰωνίων
D	αἰωνίῳ	αἰωνίῳ	αἰωνίοις	αἰωνίοις
A	αἰώνιον	αἰώνιον	αἰωνίους	αἰώνια

◆ Adjectives like αἰώνιος follow a 2-2 pattern—the masculine and the feminine forms are identical, and all three genders use 2nd declension endings.

ἡ αἰώνιος δόξα *eternal glory* ὁ αἰώνιος λόγος *eternal word*

Review Vocabulary
2-1-2 Adjectives

Greek	English
ἀγαθός, -ή, -όν	good
ἅγιος, -α, -ον	holy
δίκαιος, -α, -ον	righteous, just
ἔσχατος, -η, -ον	last
ἕτερος, -α, -ον	other, another, different
κακός, -ή, -όν	bad
καλός, -ή, -όν	beautiful, honorable
μακρός, -ά, -όν	long
μικρός, -ά, -όν	small
ὅλος, -η, -ον	whole
πρῶτος, -η, -ον	first

New Vocabulary
2-2 Adjectives

Greek	English
ἄδικος, -ον	unjust
ἀδύνατος, -ον	powerless, impossible
αἰώνιος, -ον	eternal
ἀκάθαρτος, -ον	impure
ἄμαρτωλός, -όν	sinful
ἄνομος, -ον	lawless
ἄπιστος, -ον	unbelieving

2 VOCABULARY

Review the vocabulary for the 1st and 2nd declension adjectives.

Remind the students to memorize the full lexical entry (nom. sg. m. adjective, nom. sg. f. ending, nom. sg. n. ending; e.g., ἀγαθός, -ή, -όν).

We have introduced new classifications for adjectives in SFG: 2-1-2 adjectives and 2-2 adjectives. 2-1-2 adjectives follow the 2nd declension for masculine and neuter adjectives, while feminine adjectives follow the 1st declension. 2-2 adjectives only use 2nd declension endings; masculine and feminine adjectives share the same form, while neuter adjectives follow the neuter rule.

In order for students to confidently translate Greek, they must know when an adjective has distinct forms, particularly for masculine and feminine (e.g., 2-1-2), and when the forms are shared (e.g., 2-2). Otherwise, students may stumble when they come across what appears to be a masculine ending on an adjective modifying a feminine noun.

Identify this position: This is the *attributive* position. We would translate this phrase: "The good man." In the attributive position, Greek modifies the noun by attributing an attribute to it. The adjective will have the article while the noun it modifies may or may not.

Write the following on the board: ὁ ἄνθρωπος ἀγαθός and ἀγαθὸς ὁ ἄνθρωπος. Ask students to identify the constituent parts in order (in the first: article + noun + adjective; in the second: adjective + article + noun). Ask students to identify the difference between these two examples and the prior two (in these two, the noun has the article in both cases and the adjective does not). Identify this position: This is the *predicate* position. We would translate this phrase: "The man is good." In the predicate position, Greek modifies the noun by predicating an attribute about a noun. The noun will have the article while the adjective will not.

Note: When neither the noun nor the adjective have the article, context will help you decide the best way to translate; e.g., ἀγαθὸς ἄνθρωπος could be the attributive or predicate position.

Write the following on the board: ὁ ἀγαθός and ἀγαθός. Ask students to note the difference between these two (the article). Identify this position: This is the *substantive* position. We would translate this phrase: "The good" or "The good man."

Note: Usually, a substantival adjective will have the article. When you come across a substantival adjective, context will help you decide if the substantive refers to a person: "The good man" (if feminine: "woman"), or some other entity: "the good" (abstract) or "the good thing," etc.

LESSON 3

1 RECITATION

Greeting

Recitation:

- » present active endings;
present active: λύω
- » future active endings;
future active: λύω, ἄγω, βάλλω
- » perfect active endings;
second perfect active endings;
perfect active: λύω, ἄγω
- » imperfect active endings;
imperfect active: λύω, ἄγω
- » first aorist active endings;
second aorist active endings;
aorist active: λύω, ἄγω, μένω
- » pluperfect active endings;
pluperfect active: λύω
- » "near" and "far" demonstrative
- » square of stops
- » 3rd declension endings
- » 2-1-2 adjective: ἀγαθός, -ή, -όν
- » 2-2 adjective: αἰώνιος, -ον

Lesson 3

ἰδεῖν γοῦν ἔστιν ἐν Ἀλεξάνδρῳ τὸ πολεμικὸν φιλόνητον.
Therefore, one may observe in Alexander a warlike humanity.

— Plutarch, *On the Fortune or Virtue of Alexander* 1.11

3rd Declension Nouns - Stops

		Labial Stems (π, β, φ) κλώψ thief		Velar* Stems (κ, γ, χ) σάρξ flesh				
		Singular	Plural	Singular	Plural			
N	ὁ κλώψ	-ς	οἱ κλωπες	-ες	ἡ σάρξ	-ς	αἱ σάρκες	-ες
G	τοῦ κλωπός	-ος	τῶν κλωπῶν	-ων	τῆς σαρκός	-ος	τῶν σαρκῶν	-ων
D	τῷ κλωπί	-ι	τοῖς κλωπί(ν)	-σι(ν)	τῇ σαρκί	-ι	ταῖς σαρκί(ν)	-σι(ν)
A	τὸν κλώπα	-α	τοὺς κλώπας	-ας	τὴν σάρκα	-α	τὰς σάρκας	-ας

- ♦ 3rd declension nouns are grouped by the final letter of their stems. This lesson introduces nouns with a stem ending in a **stop** consonant. Recall that stops are grouped into three **classes**.

Square of Stops + Sigma

Class	Orders			+ sigma =
	Unvoiced	Voiced	Aspirates	
Labial	π	β	φ	ψ
Velar (palatal)	κ	γ	χ	ξ
Dental	τ	δ, ζ	θ	σ (ς)

- ♦ The first two model nouns for 3rd declension stop-stems are κλώψ (labial) and σάρξ (velar). The stems, κλωπ- and σαρκ-, are found by dropping the genitive singular ending, -ος.
 - Don't confuse the genitive singular of 3rd declension nouns (τοῦ κλωπός) with the nominative singular of 2nd declension nouns (ὁ λόγος).
- ♦ Masculine and feminine nouns of the 3rd declension have the same endings. Two of these endings, the nominative singular -ς and the dative plural -σι(ν), begin with a sigma.
- ♦ When sigma is added to the stem of a word that ends in a stop, the consonants contract, according to the above Square of Stops + Sigma. Such spelling changes are explained by *morphology*.

κλωπς → κλώψ

σαρκσι(ν) → σαρκί(ν)

*Called *palatal* stems in FFG

12 Lesson 3

3 GRAMMAR - CHALK TALK

Lesson Goal: Introduce and master the 3rd Declension Nouns - Stops: Labial and Velar Stems and explain their morphology.

Read through the lesson together. Ensure students understand the discussion of morphology.

1. Formation of 3rd Declension - Stops:

A. Labial Stems (π, β, φ): Write τοῦ κλωπός on the board. Ask students to parse τοῦ κλωπός: (gen. sg. m.). Ask them: How do you find the stem of this noun? (by dropping the genitive singular -ος) Erase ος and write κλωπ + ς on the board. Ask students: What happens when a σ is added to π? (contracts to ψ) Which chart helps you know how the consonants will contract? (the Square of Stops) Parse κλώψ: (nom. sg. m.). In which other case and number will π + σ contract to ψ? (dative plural) Recite the ὁ κλώψ paradigm with the article until students can do so without stumbling.

Remind students that labial stems are usually masculine. Third declension endings do not show distinctions according to gender; students must memorize the full lexical entry with the article to know the gender of the noun. Recognizing that labial stems are usually masculine should be an aid to memorization, not a replacement for it.

B. Velar Stems (κ, γ, χ): Write τῆς σαρκός on the board. Ask students to parse τῆς σαρκός: (gen. sg. f.). Ask them: How do you find the stem of this noun? (by dropping the genitive singular -ος) Erase ος and write σαρκ + ς on the board. Ask students: What happens when a σ is added to κ? (contracts to ξ) Parse σάρξ: (nom. sg. f.). In which other case and number will κ + σ contract to ξ? (dative plural) Recite the ἡ σάρξ paradigm with the article until students can do so without stumbling.