PHILIP S. PEEK Ancient Greek I A 21st Century Approach



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Philip S. Peek, *Ancient Greek I: A 21st Century Approach*. Cambridge, UK: Open Book Publishers, 2021. https://doi.org/10.11647/OBP.0264

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ISBN Paperback: 9781800642546	ISBN Digital ebook (epub): 9781800642577
ISBN Hardback: 9781800642553	ISBN Digital ebook (mobi): 9781800642584
ISBN Digital (PDF): 9781800642560	ISBN Digital (XML): 9781800642591
DOI: 10.11647/OBP.0264	

Cover image: Athenian Fragmentary votive sculpture of Dionysus (?) Greek Ashmolean Museum. Photograph by Mary Harrsch, CC BY-SA. Cover design by Anna Gatti.

Module 9 **The Verb and** μι-**Verbs** εἰμί, δίδωμι, τίθημι

The Verb

In Greek and in English, verbs have the same definition and functions. Verbs are words that represent actions (**throw**) and states of being (**be** or **exist**). They differ in the same fundamental way that Greek nouns differ from their English counterparts: they use endings to create meaning in a way that English does not. The Greek verb ($\dot{\rho}\tilde{\eta}\mu\alpha$) in its finite form has an **ending** that indicates what **person** and **number** the **subject** is. The Greek infinitive has an ending that indicates that it is unmarked for **person** and **number**.

In this module you will see how the Greek verb functions with three μι-verbs: είμί, δίδωμι, and τίθημι.

Finite Verbs

The finite verbs **I run** or **we run** have a person **I** or **we** and a number, singular **I** or plural **we**. Note that the combination of a verb with its subject forms a **clause**.

Infinitives

Infinitives are not marked for person or number. In English the infinitive is preceded by **to**. **To run**, **to go**, **to walk**, **to carry**, **to mark**, and **to sing** are all infinitives and are all unmarked for person and for number.

Intransitive and Transitive Verbs

Verbs are either **intransitive** or **transitive**. **Intransitive verbs** do not take a **direct object**. **εiμi** *I am* is an **intransitive verb**. **Transitive verbs** take a direct object. **ὁράω** *I see* is a transitive verb. It takes a direct object. In the sentence, **ὁράω** aὐτόν *I see him*, aὐτόν is the direct object of the transitive verb **ὁράω**.

Some verbs can be intransitive or transitive depending upon their use in context. For example the English verb **walk** is intransitive in the sentence, **I walk to the store**. And it is transitive in the sentence **I walk my dog to the**

store. **Dog** functions as the direct object of **walk**. Consider the verb **smell**. In the sentence, **the flower smells good**, the verb **smell** is intransitive and describes a quality of the flower's aromatic existence. In the sentence **I smell the sauteeing onions and garlic**, the verb **smell** is transitive and represents an action that **I** perform. **Onions** and **garlic** function as the direct objects of **smell**. Module 30 has practice translating exercises with the μι-verb **iστημι**, which can be both intransitive and transitive.

Linking Verbs

Linking verbs connect two items in a sentence. The verb **to be** is the most common linking verb. In the sentence **she is a doctor**, the verb **is** connects the subject **she** and the predicate nominative **doctor**. In the sentence **he is hungry**, the verb **is** connects the subject **he** and the predicate adjective **hungry**. Some common linking verbs in English are these: **appear**, **become**, **feel**, **grow**, **look**, **remain**, **seem**, **smell**, **sound**, **stay**, **taste**, and **turn**. Some common linking verbs in Greek are these: **yiyvoµaı** *be*, *be born*; **δokéω** *seem*; **εiµí** *be*; **κεĩµau** *lie*, *remain*; and **φaívω** *seem*. The two items connected by the linking verb are in the same case, which in Greek is typically nominative. In the examples below, the linking verbs are bolded and the words in the same case are underlined.

<u>ἰατρὸς γίγνεται ὁ Ἱπποκράτης</u> .	<u>Hippokrates</u> is <u>a doctor</u> .
<u>τὸ δὲ</u> δοκέει <u>ἄριστον</u> .	<u>It</u> seems <u>best</u> .
<u>ὄνομά</u> μοί έστιν <u>Φίλιππος</u> .	<u>My name</u> is <u>Philip</u> .
<u>ἥσυχος κεῖμαι.</u>	<u>I</u> remain <u>quiet</u> .
<u>μεγάλα τὰ τόξα</u> φαίνεται.	<u>The bows</u> seem <u>large</u> .

Verb Tense

English and Greek have a variety of verb tenses which express time. Tense refers to the times of the **past**, **present**, and **future**. Each **tense** indicates when the action of the verb occurs. The present tense indicates action that is currently happening. The future tense refers to an event that will happen at some later point. The past tense refers to actions that have already occurred.

Tense-Aspect

Time (tense) refers to the past, present, and future. Aspect refers to whether an action is incomplete (imperfective), completed (perfective), or in a state (stative). The present tense stem, which is used to form the present and imperfect tenses, communicates an incomplete action. The beginnings and ends of the action are undefined. Thus the tense-aspect for the present is present ongoing or repeated, and the tense-aspect for the imperfect is past ongoing or repeated

(imperfective). The aorist tense stem communicates a completed action as a single whole. The boundaries of the action's beginning and end define the action as completed (perfective). The tense-aspect of the perfect and future perfect (not covered in this text due to its rarity) have a completed state that results from a previous completed action or have a completed state (stative) whose effects are still relevant. The future tense stems have a temporal value but no aspect, showing no distinction between the imperfective (incomplete) and perfective (completed) aspect (*CGCG* 33.4–6).

Incomplete Aspect. In the sentences,

she picks flowers,

and

she was picking flowers,

the aspect is called **incomplete** because the beginning and end of the action are undefined.

Completed Aspect. In the sentence,

she picked flowers,

the aspect of **picked** is **completed** because the boundaries of the beginning and end of the action are defined.

Stative Aspect. In the sentence,

he is amazed,

the aspect of **is amazed** is **stative** because the action of the verb results in the subject's being in a certain state, here amazement.

In sum the aspects are three: incomplete, completed, or stative. In English, aspect depends upon verb tense and context. In Greek, verb tense is a clearer determinant of aspect, though context still matters.

Verb Mood

English has these moods: **the conditional, imperative, indicative, infinitive**, and **subjunctive**.

The conditional mood uses the helping verbs could, might, should, would. For the conditional mood, the proposition (could, might, should, would) depends on a condition (if). In this sentence,

If I show you my weak side, would you take me home?,

upon the successful conclusion of the conditional **if**, the proposition may be fulfilled.

The imperative mood gives someone a command,

So kick back, dig, while we do it.

Here the mood of the verb **kick** gives a command that may or may not be fulfilled.

The **indicative** is the mood of fact. This mood makes declarations that are presented as true. In this sentence,

Generals are gathered in their masses,

we are to believe that the generals have crowded together.

The **infinitive** is unmarked for person and number. It is classified as a verbal noun and is best understood by thinking of its function as completing or enhancing the meaning of adjectives, clauses, nouns, and verbs. This is why the infinitive is referred to as a complement. Sometimes classified as a mood, the infinitive is potential in meaning, $\dot{\epsilon}v \,\delta v v \dot{\alpha} \mu \epsilon \iota$, because its action may or may not be realized. In this phrase,

standing in line to see the show tonight,

there is no guarantee that the person standing in line will get **to see** the show.

The subjunctive mood communicates ideas that are contrafactual, hypothetical, or uncertain.

I wish you were here. I ask that he be still a moment and this mystery explore. Oi, where be the bar, John?

Be, explore, and **were** are all subjunctives. In the first sentence the **were** is contrafactual, indicating that the subject **I** is in fact not **here**. Contrast this contrafactual sentence with the factual one: **we were two lost souls**. The two **weres** are identical in form but not in function. Context enables us to understand the difference in meaning between them. **Be** and **explore** both refer to events in the future that may or may not be fulfilled. In the third sentence the **be** expresses uncertainty as to where the bar be.

Greek also has five moods: **imperative** (command); **indicative** (factual statements usually); **infinitive** (potential); **optative** (factual or hypothetical); and **subjunctive** (hypothetical). English often uses helping verbs such as **may**, **might**, **should** to express hypothetical or uncertain situations that Greek expresses through a verb's mood.

Verb Voice

English has two voices: **active**, (she throws) and **passive**, (she is thrown). Greek has three voices: **active**, **middle**, and **passive**.

Active Voice. In the active voice the subjects perform the verb's action. In the sentence

she throws,

she performs the act of throwing and so throws is active voice.

Passive Voice. In passive voice the action of the verb is performed upon the subject. In the sentence,

she is thrown, the act of throwing is performed upon the subject **she**. The verb **is thrown** is passive voice.

Middle Voice. Middle voice expresses actions the subjects perform upon themselves or actions that the subjects are personally interested in. Greek uses the middle voice to translate the English sentence,

she washes herself, λούεται.

Greek also uses the middle voice to translate the sentence,

she has her daughters educated, παιδεύεται τὰς θυγάτερας.

In sum the voices are three. The Greek active and passive voices function just as they do in English. English does not have a middle voice. The Greek middle voice, covered in more detail in Module 19, often has a reflexive meaning: I see **myself**; I wash **my** hands. Typically you will translate it via the English active voice.

Principal Parts

English and Greek verbs have **principal parts**. In English the principal parts are these: **go, went, gone, going**. Speakers of English use these principal parts to compose the variety of tenses, moods, and voices the English verb enjoys.

Greek verbs have these six principal parts:

I. Form:		άγω
	English Equivalent:	I lead, I am leading, I do lead
	Identification:	first person singular, present indicative active
II. Form:		άξω
	English Equivalent:	I shall lead, I shall be leading
	Identification:	first person singular, future indicative active

III. Form:		Ϋγαγον
	Translation:	I led
	English Equivalent:	first person singular, aorist indicative active
IV. Form:		ἦχα
	English Equivalent:	I have led
	Identification:	first person singular, perfect indicative active
V. Form:		ἦγμαι
	English Equivalent:	I have led or I have been led
	Identification:	first person singular, perfect indicative middle or passive
		or prosine
VI. Form:		ἥχθην
	English Equivalent:	I was led
	Identification:	first person singular, aorist indicative passive

From these six principal parts are formed all the various tenses, moods, and voices the Greek verb enjoys.

Practice with Verbs in English. Read (or sing) this song by Little Richard and give as much information as you can about each verb. Check your answers with those in the Answer Key.

[Intro] La, la, la da da da da da

[Verse 1] I hope that I should live to see When every man should know he's free Prayers and suffrage from the past All make our heart to be this sad

[Chorus] I got my duty rock and roll Now everybody, everybody's got to be free, y'all

[Refrain] La, la, la da da da da da

[Verse 2] Let's get rid of that old man, hey hey hey hey And bring our government up to date It may seem very hard to do Just open your mind, let love come through

[Chorus] You hear me calling, hear my plea Everybody, everybody, everybody's gotta be free Oh yes!

[Refrain] La, la, la da da da da da

[Verse 3] We did our thing and we paid our dues And let's get rid of these freedom blues It may seem very hard to do Just open your mind, let love come through

[Chorus] I got my duty rock and roll Now everybody, everybody, everybody's got to be free, y'all

[Outro] La, la, la da da da da

The purpose of this exercise is to have you think actively about how the English verb conveys meaning. In doing this exercise reflect on how much you intuitively know about your native language. Also look to transfer this knowledge to your understanding of the Greek verb.

The μι-Verb εἰμί

είμί frequently occurs. In all languages the verb **to be** is used so frequently that its forms resist change and they tend to be highly irregular. The finite forms of verbs indicate person and number. Because the forms of **είμί** are unique, it is difficult at first to discern the person and number of each form. When you learn δίδωμι, τίθημι, and the omega- or ω-verb, you will understand clearly how verb endings indicate person and number.

Memorize the below forms of $\varepsilon i\mu i$. Note that each form of the verb contains its own subject. The Greek language does have equivalents for the English pronouns **I**, you, he, she, it; we, you, they. You will learn them in detail in Module 18. Greek often does not state them separately from the verb. Contrast $\varepsilon i\mu i I am$ with $\dot{\varepsilon} y\dot{\omega} \varepsilon i\mu i I am$. $\varepsilon i\mu i$ without the pronoun $\dot{\varepsilon} y\dot{\omega}$ occurs more frequently. When the ancient Greek pronoun is present, it is often there for emphasis or for contrast or for sound or for some other aesthetic or practical reason. Memorize $\epsilon i \mu i$ so that you are able to recite and write the forms, going from Greek to English and vice versa. Remember that present refers to time now; that the indicative is used to state facts; and that in active voice the subject performs the verb's action or state of being.

Present Indicative Active of εἰμί

Verb Form	Translation	Person and Number
είμί	I am	1 st person singular
εἶ εἶς	you are	2 nd person singular
ἐστί (ν)	he, she, it is; there is	3 rd person singular
ἐσμέν	we are	1 st person plural
ἐστέ	you are	2 nd person plural
εἰσί (ν)	they are; there are	3 rd person plural

1. The letter nu in the third person singular and plural is a nu-movable. It may be added to the ending when the following word begins with a vowel or at the end of clauses or verses. Otherwise it is left off.

Present Infinitive Active of εἰμί

εἶναι	to be	unmarked
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All forms but εἶ and εἶναι are enclitic. Enclitics are pronounced closely with the word that precedes them. Some common ones are the adverbs γε, ποθέν, ποι, ποτέ, που, πως, and τοι; the conjunction τε; the pronouns με, μοι, μου, σε, σοι σου, τι, and τις; and the verbs εἰμί, φημί. Enclitics sometimes have an accent and sometimes do not. They can also affect the accent of the word that precedes them. How they do is covered in Part II of the 21st-Century series.

Practice Translating εἰμί. Translate the sentences below, which have been adapted from Lucian's *The Ass*, **ö "Ovoç.** Remember the meanings and functions of the cases presented in Module 7. Nominative case endings are bolded and genitive endings are italicized. Also in these sentences, the definite article, which will be learned systematically in Modules 11 and 12, is present in these forms: $\tau \eta \varsigma$, $\tau \delta$, $\tau \omega v$. Translate each one as *the*. Check your understanding with the translations in the Answer Key. Now go back and read each sentence two or three times, noticing with each rereading how much better your understanding of the sentence becomes. Make this a habit and you will improve quickly.

<u>Case</u>	Ending	Function
Nominative	-α, -η, -ης, -ο, -οι, -ον, -ος, -υ	subject or predicate of the verb
Genitive	-ας, -εως, -ης, -ου, -ων	dependence; object of preposition; translated with adverb and adjective
1. ἐκ Ὑπάτης πόλεως τῆς Θετταλίας εἰμί.		
2. ἐκ τῶν ἄνω εἶ.		
 πλησίον ἤδη τῆς πόλεώς ἐσμεν. 		
4. ἐγὼ μὲν ἔρομαι εἰ ἔνδον ἐστέ.		
5. τ ὸ δὲ οἰκίδι	ον οὕτως μικρ όν ἐστι.	

- 6. ἐγὼ Ἄβροιά εἰμι· ποῖ δέ καὶ κατάγῃ;
- σὺ δὲ καὶ νέη εἶ καὶ καλή;
- 8. τ**ὸ** χωρί**ον** ἐστί τῆς ἑδοῦ τραχ**ύ**.
- 9. σὺ δὲ νέ**ος** εἶ καὶ εὔτον**ος** παλαιστ**ής**;
- 10.**οί** δὲ οὐκ ἄπειρ**οι** τῆς τέχνης εἰσίν.

Adverbs and Verbs

ἄνω up	κατάγῃ you stay, you lodge
*εἰμί be, be possible	πλ ησίον <i>near</i> + gen.
ἕνδον within	*π οĩ where
*ἕρομαι I ask	

Adjectives, Nouns, Pronouns

Nominative Case	Genitive Case	English Equivalent
Άβροια	Άβροίας	Abroia (woman's name)
ἅπειροι	ἀπείρων	inexperienced in + gen.
*ἐγώ	έμοῦ	I, me, mine
εὕτονος	εὐτόνου	fit, well-strung, vigorous
Θετταλία	Θετταλίας	Thessaly
*καλή	καλῆς	beautiful, noble, good
*μικρόν	μικροῦ	small, little, short

Nominative Case	Genitive Case	English Equivalent
*νέη	νέης	new, fresh, young
ὸδός	όδοῦ	road, path; journey
*οἱ δέ	τῶν δέ	they, them, theirs
οἰκίδιον	οἰκιδίου	abode, house
παλαιστής	παλαιστοῦ	wrestler
*πόλις	πόλεως	city
τέχνη	τέχνης	skill, art
τραχύ	τραχέος	rough
τὰ ἅνω	τῶν ἄνω	the north
Ύπατα	Ύπάτης	Hypata
χωρίον	χωρίου	place, area

1. The asterisk indicates the top 250 most frequently occurring vocabulary, which you are to memorize.

The μι-Verbs δίδωμι and τίθημι

Though not as numerous as **omega-** or ω -verbs, μ I-verbs occur frequently. μ I-verbs conjugate differently from ω -verbs in some tenses, typically the present, imperfect, aorist, and sometimes the perfect. In conjugating these verb forms, learn which stem to combine with which ending. The stem is the base of the word to which the ending is joined. Once you have the correct stem and ending, combine them to create the correct form. You may memorize the stems and endings or you may learn how to combine stems and endings so that you can recognize the forms as you encounter them. In the readings that occur in the textbook, use your knowledge of $\delta i \delta \omega \mu i$ give and $\tau i \theta \eta \mu i$ put, place to identify the present indicative active forms of other μ I-verbs, including $\dot{\alpha}\pi \dot{o}\lambda\lambda \nu \mu i$ kill, lose; die; $\delta e i \kappa \nu \nu \mu$ show, display; $i \eta \mu i$ release, hurl, send; (mid.) hasten and i $\sigma \tau \eta \mu i$ place, stand, make stand.

Present Tense Stems

Use the long vowel grade stem for the singular (I, you, he, she, it) and the short vowel grade for the plural (we, you, they). Note that the stems differ even within the same tense, mood, and voice.

τιθε-

long vowel grade stem	short vowel grade stem
(use for the singular)	(use for the plural)
διδω-	διδο-

Present Tense Endings

Add to the correct tense stem.

τιθη-

Primary Active (use for the present tense)

	S	Pl
1 st	-μι	-μεν
2^{nd}	-ς	-78
3 rd	-σι (ν)	-āσι (ν)

Present Infinitive Active

-ναι

Present Indicative Active of $\delta (\delta \omega \mu \iota$

Stem Vowel Grade	Verb Form	Eng. Equivalent	Person and Number
long	δίδωμι	I give	1 st person singular
long	δίδως	you give	2 nd person singular
long	δίδωσι (ν)	he, she, it gives	3 rd person singular
short	δίδομεν	we give	1 st person plural
short	δίδοτε	you give	2 nd person plural
short	διδόασι (ν)	they give	3 rd person plural

Present Infinitive Active of $\delta (\delta \omega \mu \iota$

διδόναι

to give

unmarked

Stem Vowel Grade	Verb Form	Eng. Equivalent	Person and Number
long	τίθημι	I put	1 st person singular
long	τίθης	you put	2 nd person singular
long	τίθησι (ν)	he, she, it puts	3 rd person singular
short	τίθεμεν	we put	1 st person plural
short	τίθετε	you put	2 nd person plural
short	τιθέāσι (ν)	they put	3 rd person plural

Present Indicative Active of $\tau i \theta \eta \mu i$.

Present Infinitive Active of $\tau i \theta \eta \mu i$

short	τιθέναι	to put	unmarked

Readers of Euripides of Athens, Eύριπίδης ὁ Ἀθηναῖος, c.480–406 BCE. Readers of Euripides tend to view him in polarized ways. There are those who think that he criticized traditional religion and shocked contemporaries by representing mythical figures as everyday, unheroic people or even as abnormal or neurotic personalities. Others view him as conventionally religious. He is considered by some a misogynist because of his unsparing analysis of feminine passion. Others view him as highly sympathetic to the plight of women. Euripides' enormous range spans these contradictory tendencies: he is both a rationalist and a romantic; he both criticizes the traditional gods and celebrates religion; some of his plays are more comic than tragic with happy endings, while others are bitter tragedies. He incorporates the new intellectual and scientific movements into his works but also conveys the irresistible power of the irrational. In modern times, Euripides has come to be increasingly appreciated for his intellectual subtlety, bold and original dramatic power, brilliant psychological insight, and ability to elicit unexpected symbolic meaning from ancient myth and cult.

Practice Translating δίδωμι. Translate the sentences below, which have been adapted from Euripides' *Medea* (**Mήδεια**). Remember the meanings and functions of the cases presented in Module 7. Nominative case endings are bolded, dative endings are highlighted, and accusative endings are underlined. Also in the sentences the definite article, which will be learned systematically in Modules 11 and 12, is present in these forms: $\dot{\eta}$, $\tau \tilde{\eta}$, τo . Translate each one as *the*. Check your understanding with the translations in the Answer Key. Now go back and read each sentence two or three times, noticing with each rereading how much better your understanding of the sentence becomes. Make this a habit and you will improve quickly.

<u>Case</u>	Ending	Function
Nominative	-α, -η, -ος	subject of the verb
Dative	-ը, -ւ, -ա	indirect object of the verb
Accusative	- <u>α</u> , - <u>ην</u> , - <u>ν</u> , - <u>ο</u> , - <u>ον</u>	object of the verb

- 1. οὔκ, ἀλλὰ ἄλλ**ος** τ<u>ὸν</u> παῖδ<u>α</u> ἐκδίδωσιν αὐτῇ.
- 2. **ἡ** γυν**ἡ** τῇ παιδὶ τιτθ<u>όν</u> δίδωσιν.
- 3. τ<u>ο</u> ὄχημ<u>α</u> Ἡλι**ος** δίδωσιν αὐτῆ.
- 4. τ<u>ον</u> κόσμ<u>ον</u> "Ηλι**ος** δίδωσιν αὐτῆ.
- 5. Φοῖβ**ος** αὐτῆ φάρμακ<u>α</u> δίδωσιν.
- 6. καὶ οὐκ αὐτ**ἡ** αὐτ<u>ὸν</u> προδίδωσιν.
- 7. αὐτῇ διδόναι χάρι<u>ν</u> προθύμ**η** εἰμί.
- 8. τῆ νύμφῃ διδόᾱσιν δῶρ<u>α</u>.
- 9. καὶ αὐτ<u>ὴν</u> προδίδοτε.
- 10.δίκ<u>ην</u> αὐτῇ καὶ αὐτῷ δίδως.

<u>Verbs</u>

*δίδωμι give; δίκην δίδωμι I pay the penalty; δίδωμι χάριν I give thanks
 ἐκδίδωμι give up, surrender, give out (of one's house), give (in marriage)
 προδίδωμι betray, abandon, give up (to an enemy)

Adjectives, Nouns, Pronouns

Nominative Case	Dative Case	Accusative Case	English Equivalent
*ἄλλος	ἄλλώ	ἄλλον	another, other
*αὐτή	αὐτῇ	αὐτήν	she, her, hers
*αὐτός	αὐτῷ	αὐτόν	he, him, his
*γυνή	γυναικί	γυναῖκα	woman, wife
*δίκη	δίκῃ	δίκην	justice, penalty
δῶρον	δώρῳ	δῶρον	gift
¨Ηλιος	Ήλίω	ἕΗλιον	Helios
κόσμος	κόσμω	κόσμον	ornament, dress
νύμφη	νύμφη	νύμφην	bride

Nominative Case	Dative Case	Accusative Case	English Equivalent
ὄχημα	ὀχήματι	ὄχημα	carriage, chariot
*παῖς	παιδί	παῖδα	child
προθύμη	προθύμῃ	προθύμην	eager
τιτθός	τιτθῷ	τιτθόν	a woman's breast
φάρμακα	φαρμάκοις	φάρμακα	drugs, medicine
Φοῖβος	Φοίβω	Φοῖβον	Phoibos Apollo
χάρις	χάριτι	χάριν	grace, favor, thanks
*χρόνος	χρόνω	χρόνον	time
*χρήματα	χρήμασι (ν)	χρήματα	goods, money

1. The asterisk indicates the top 250 most frequently occurring vocabulary, which you are to memorize.

Practice Translating \tau(\theta\eta\mu\iota. Translate the sentences below, which have been adapted from Euripides' *Alkestis*, ($A\lambda\kappa\eta\sigma\tau\iota\varsigma$). Remember the meanings and functions of the cases presented in Module 7. Nominative case endings are bolded; genitive endings are italicized; dative endings are highlighted; and accusative endings are underlined. Also in the sentences the definite article, which will be learned systematically in Modules 11 and 12, is present in this form: $\tau o \dot{\upsilon} \varsigma$. Translate it as *the*. Check your understanding with the translations in the Answer Key. Now go back and read each sentence two or three times, noticing with each rereading how much better your understanding of the sentence becomes. Make this a habit and you will improve quickly.

<u>Case</u>	Ending	Function
Nominative	-ηρ, -ι, -ον, -ος	subject of the verb
Genitive	-0U, -WV	dependence; possession
Dative	-ŋ, -ı, -w	indirect object of the verb; possession
Accusative	- <u>a, -aç, -e, -nv, -1, -0,</u> - <u>ov, -ovç</u>	object of preposition and verb

- 1. **Άδμητος:** ποῖ πόδ<u>α</u> τίθημι; ποῖ ἴστημι; τ<u>ί</u> λέγω;
- Χορός: ἦ βαρυδαίμον<u>α</u> σ<u>è</u> μήτηρ τίκτει.

- 3. **Άδμητος:** Άιδου ἐπιθυμέω δώματ<u>α</u> ναίειν.
- 4. **Χορός:** τ<u>α</u> άνω κάτω τίθης καὶ ζηλόεις τ<u>οὺς</u> φθιμέν<u>ους;</u>
- 5. **Άδμητος:** γυναῖκ<u>α</u> Άιδῃ Θάνατ**ος** παραδίδωσιν.
- 6. **Χορός:** σύ γε πάσχεις αἰαγμάτων ἄξι<u>α</u>.
- 7. **Άδμητος:** ψυχ<u>ήν</u> Άιδη έν χερσὶ τίθημι· οὐ γὰρ αὐγ<u>ὰς</u> θέλω προσοράειν.
- 8. **Χορός:** δι' όδύν<u>ας</u> βαίνεις· σάφα τοῦτ<u>ο</u> οἶδα.
- 9. Ἄδμητος: τί γὰρ ἀνδρί ἐστι κακὸν μεῖζον ἔχειν;
- 10. Χορός: θρόνον τίθης ἐμοὶ ἀλλὰ πέρας δέ γ' οὐκ ἀλγέων τίθης.

Adverbs and Verbs

βαίνεις you go	ναίειν to inhabit
ἐπιθυμέω I desire + inf.	*οἶδα I know
*ἕχειν to have	*πάσχεις you suffer
ζηλόεις you envy	προσοράειν to look upon
θέλω I wish + inf.	σάφα clearly
*ἴστημι stand, make stand, place	τίκτει gives birth to
*λέγω Ι say	

Adjectives, Nouns, Pronouns

Nominative	Genitive	Dative	Accusative	English Equivalent
Άδμητος	Άδμήτου	Ἀδμήτῳ	Άδμητον	Admetos
αίάγματα	αἰαγμάτων	αἰάγμασι (ν)	αἰάγματα	wails, cries
Άιδης	Άιδου	Άιδη	Άιδην	Hades
ἄλγεα	ἀλγέων	ἄλγεσι (ν)	ἄλγεα	pain, grief
*άνήρ	ἀνδρός	άνδρί	ἄνδρα	man, husband
*ἄξια	ἀξίων	ἀξίοις	ἄξια	<i>worthy things</i> + gen.
αὐγή	αὐγῆς	αὐγῆ	αὐγήν	sunlight
βαρυ-δαίμων	-δαίμονος	-δαίμονι	-δαίμονα	luckless
*γυνή	γυναικός	γυναικί	γυναῖκα	woman, wife
δώματα	δωμάτων	δώμασι (ν)	δώματα	houses
*ἐγώ	έμοῦ	έμοί	έμέ	I, me, mine

Nominative	Genitive	Dative	Accusative	English Equivalent	
Θάνατος	Θανάτου	Θανάτω	Θάνατον	Death	
θρόνος	θρόνου	θρόνω	θρόνον	seat, chair	
κακόν	κακοῦ	κακῷ	κακόν	bad, evil, cowardly	
μεῖζον	μείζονος	μείζονι	μεῖζον	greater	
*μήτηρ	μητρός	μητρί	μητέρα	mother	
ὀδύνη	ὀδύνης	ὀδύνῃ	ὀδύνην	pain, grief, distress	
οἱ φθί-μενοι	τῶν -μένων	τοῖς -μένοις	τοὺς -μένους	the dead	
πέρας	πέρατος	πέρατι	πέρας	end, limit, boundary	
πούς	ποδός	ποδί	πόδα	foot	
*σύ	σοῦ	σοί	σέ	you, you, yours	
τὰ ἄνω	τῶν ἄνω	τοῖς ἄνω	τὰ ἄνω	the things above	
τί	τίνος	τίνι	τίνα	who, what, which, why	
τοὺς φθιμένους see οἱ φθίμενοι					
τοῦτο	τούτου	τούτω	τοῦτο	this, this thing	
Χορός	Χοροῦ	Χορῷ	Χορόν	Chorus-leader	
*χεῖρες	χειρῶν	χερσί (ν)	χεῖρας	hands; force, army	
*ψυχή	ψυχῆς	ψυχῆ	ψυχήν -	soul, life	

1. The asterisk indicates the top 250 most frequently occurring vocabulary, which you are to memorize.

Practice Parsing Greek Sentences. Parse each word of the sentences found below. For nouns and pronouns, give case and function. For verbs, give person, number, tense, mood, and voice. For adverbs and conjunctions, identify them. For prepositional phrases, give the preposition and the preposition's object.

έγὼ μὲν ἔρομαι εἰ ἔνδον ἐστέ.

δίκην αὐτῇ καὶ αὐτῷ δίδως.

Check your answers with those in the Answer Key.

Module 9 Top 250 Vocabulary to be Memorized. Like learning the alphabet and endings, memorizing vocabulary is essential to acquiring language. The better you memorize the top 250 most frequently occurring vocabulary words, the greater mastery of the language you will have.

<u>Verbs</u>

δίδωμι give; allow 'x' in dat. or acc. + inf., ἐμὲ (ἐμοί) εὐτυχέειν δίδως you allow me to prosper

είμί be, be possible ἵημι release, hurl, send; (mid.) hasten πάρειμι be near, be present; (imper.) be possible φημί say, affirm, assert

Etymology Corner IX by Dr. E. Del Chrol

Technical Terms 5

Enclitics, Postpositives, Proclitics, Module 4. Let's talk about three additional technical words. **Enclitics** are pronounced closely with the word that precedes them and sometimes even affect the accent of that word. The etymology of enclitic is expressed in lexical entries like this: English **enclitic** < Latin **encliticus**, < Greek $\dot{\epsilon}\gamma\kappa\lambda\iota\tau\iota\kappa\dot{o}\varsigma$, < $\dot{\epsilon}\nu$ on + $\kappa\lambda$ ($\nu\epsilon\iota\nu$ to lean, where the symbol < means is derived from). Think of **enclitics** as leaning ($\kappa\lambda$ ($\nu\epsilon\iota\nu$ to lean) on ($\dot{\epsilon}\nu$ in, on, at) the word preceding them (like how a **recliner** is a chair you lean back on, from Latin **re** back and **clinare** to lean)—a rare instance of Latin and Greek using the same root for a technical term. **Proclitics** modify the word coming next. Think of them as leaning forward from $\pi\rho\sigma$ - before, in front of and $\kappa\lambda$ ($\nu\epsilon\iota\nu$ to lean. Some words can't come first in a sentence, so they are positioned after the first element of the sentence. The word **postpositive** is built from the Latin prefix **post-** after and **positus** placed. The word **postpositive** is.

What to Study and Do 9. Before moving on to the next module, make sure that you have memorized the high frequency verbs $\epsilon i \mu i$, $\delta i \delta \omega \mu i$, and $\tau i \theta \eta \mu i$ so that you can write out from memory the verb forms of the present indicative and infinitive active of each. In order to remember these verbs over the long term, review them a few times each week. When reviewing, make sure that you can write them out from memory without looking at the answers.

Learning Tip 9: Be Persistent. Learning is innate and fundamental to our existence. Learning requires us to adapt to the wide variety of environments we experience. Learning a different language, or a yoga pose, or any new thing, requires you to adapt to new ways of knowing. Persistence in adapting results in your assimilating new knowledge. Once you have assimilated it, this new knowledge becomes a part of you and your understanding of the world.