



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 16

Second Declension Nouns

Nouns

Nouns in Greek are defined just like nouns are in English; but the way they create meaning is different. As in English, Greek nouns (ὀνόματα) refer to people, places, things, and ideas. Greek nouns have endings. English nouns can change form when they show possession, as in **Jada's book**, where the 's is added as a suffix and indicates that the book belongs to Jada. English nouns also change form when expressing the plural: two **suns**, three **oxen**, four **mice**. The endings on Greek nouns, as we have seen previously, create the same meanings that English does through form change, word order, and the use of prepositional phrases.

Second Declension Nouns

The nominative singular of nouns of the second declension ends in **-ος** or **-ον**. Most second declension nouns whose nominative ends in **-ος** are masculine in gender and a few are feminine. Second declension nouns whose nominative ending is **-ον** are neuter in gender. Memorize these endings, know how to obtain the noun's stem, and know how to decline the nouns.

Declining Second Declension Nouns in -ος or -ον

To decline second declension noun endings in **-ος** or **-ον**, first get the stem by removing the genitive singular ending. For sets 7 and 8, the genitive singular ending is **-ου**. For sets 9 and 10, the genitive singular ending is **-ος**. For sets 1 and 2, the genitive singular is **-ης** or **-ᾶς**. What remains is the stem. To the stem add the following endings:

Masculine/Feminine			Neuter		
Set 7			Set 8		
	S	Pl		S	Pl
Nominative	-ος	-οι	Nominative	-ον	-α
Accusative	-ον	-ους	Accusative	-ον	-α
Genitive	-ου	-ων	Genitive	-ου	-ων
Dative	-ω	-οις	Dative	-ω	-οις
Vocative	-ε	-οι	Vocative	-ον	-α

Masculine/Feminine			Neuter		
Set 7			Set 8		
	S	Pl		S	Pl
Nominative	-ος	-οι	Nominative	-ον	-α
Genitive	-ου	-ων	Genitive	-ου	-ων
Dative	-ω	-οις	Dative	-ω	-οις
Accusative	-ον	-ους	Accusative	-ον	-α
Vocative	-ε	-οι	Vocative	-ον	-α

ἥλιος, ἡλίου, ἀδελφός, ἀδελφοῦ, ἔργον, ἔργου

To decline the noun **ἥλιος, ἡλίου ὁ sun**, take the genitive singular **ἡλίου**, remove the genitive singular ending **-ου** to get the stem: **ἡλί-**, and add the masculine/feminine endings from above.

To decline **ἀδελφός, ἀδελφοῦ ὁ brother**, take the genitive singular **ἀδελφοῦ**, remove the genitive singular ending **-ου** to get the stem: **ἀδελφ-**, and add the masculine/feminine endings from above.

To decline **ἔργον, ἔργου τό work**, take the genitive singular **ἔργου**, remove the genitive singular ending **-ου** to get the stem: **ἔργ-**, and add the neuter endings from above.

	Singular		
N	ἥλιος	ἀδελφός	ἔργον
A	ἥλιον	ἀδελφόν	ἔργον
G	ἡλίου	ἀδελφοῦ	ἔργου
D	ἡλίῳ	ἀδελφῷ	ἔργῳ
V	ἥλιε	ἄδελφε	ἔργον

Plural

N	ἤλιοι	ἀδελφοί	ἔργα
A	ἡλίους	ἀδελφούς	ἔργα
G	ἡλίων	ἀδελφῶν	ἔργων
D	ἡλίοις	ἀδελφοῖς	ἔργοις
V	ἤλιοι	ἀδελφοί	ἔργα

Singular

N	ἥλιος	ἀδελφός	ἔργον
G	ἡλίου	ἀδελφοῦ	ἔργου
D	ἡλίῳ	ἀδελφῷ	ἔργῳ
A	ἥλιον	ἀδελφόν	ἔργον
V	ἤλιε	ἄδελφε	ἔργον

Plural

N	ἤλιοι	ἀδελφοί	ἔργα
G	ἡλίων	ἀδελφῶν	ἔργων
D	ἡλίοις	ἀδελφοῖς	ἔργοις
A	ἡλίους	ἀδελφούς	ἔργα
V	ἤλιοι	ἀδελφοί	ἔργα

ἥλιος:

1. Note that the vocative singular is different from the nominative singular. As in all nouns, the vocative plural is the same as the nominative plural.
2. The accent does not shift to the ultima in the genitive plural as it does in the first declension.
3. Final **-αι** and **-οι** count as short for purposes of accentuation except in the optative, a mood that you'll learn in Part II of the *21st-Century* series. Thus the accent remains on the antepenult in **ἤλιοι**.

ἀδελφός:

1. When first and second declension nouns have an acute accent on the ultima in the nominative singular, the accent changes to a circumflex in the genitive and dative, singular and plural.
2. **ἄδελφε** is an exception for the rules of accent.

ἔργον:

1. In all neuter nouns, the accusative and vocative are the same as the nominative, both in the singular and in the plural.
2. The nominative and vocative plural ending of all neuter nouns is **-α**.

Practice Translating. Translate the sentences below adapted from the prologue of Euripides' *Bakkhai* (**Βάκχαι**). 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. Note that the third declension increases the number of possible endings for the nominative singular. 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>	<u>Ending</u>	<u>Function</u>
Nominative	-α, -η, -ης, ις, -ξ, -ο, -ον, -ος, -ρ, -ς, -ων	subject of the verb
Genitive	<i>-ας, -ης, -ος, -ου, -ων</i>	dependence; object of preposition; possession
Dative	-οις, -σι	dative with adjective
Accusative	<u>-α, -αν, -ας, -ε, -εις, -η, -ην, -ν, -ο, -ον, -ος</u>	motion toward; object of verb or preposition

ἦκω Διὸς παῖς τὴν Θηβαίων χθόνα, Διόνυσος. ἐμὲ μὲν τίκτει ποθ' ἡ Κάδμου κόρη, Σεμέλη· ἐμὲ δὲ ἀστραπηφόρον λοχεύει πῦρ. μορφῇν δ' ἀμείβω ἐκ θεοῦ βροτείαν· ὁράω δὲ μητρὸς μνημᾶ καὶ δόμων ἐρείπια. τὰ δὲ ἔτι τύφεται, Δίου πυρὸς φλόξ, ἀθάνατος Ἥρας μητέρα εἰς ἐμὴν ὕβρις. αἰνέω δὲ Κάδμον. ὁ δὲ γὰρ ἄβατον τὸ πέδον τίθησι, θυγατρὸς σηκόν. λείπω δὲ ἐγὼ Λυδῶν γύας Φρυγῶν τε, Περσῶν τε πλάκας Βάκτριά τε τείχη τὴν τε χθόνα Μήδων. καὶ δὲ ἐπέρχομαι Ἀραβίαν τ' Ἀσίαν τε. ἡ δὲ Ἀσία παρ' ἅλα κεῖται καὶ ἔχει μιγάδας Ἑλλησι βαρβάροις θ' ὁμοῦ πόλεις. ἐκεῖ μὲν ἤδη χορεύω καὶ καθίστημι τὰς τελετάς. ἐγὼ δὲ νῦν ἔρχομαι εἰς Ἑλλήνων πόλιν ὅτι εἰμὶ ἐμφανὴς δαίμων βροτοῖς. πρώτας δὲ θήβας τῆς γῆς Ἑλληνίδος ἀνολογύζω, καὶ νεβρίδα ἐξάπτω χροὸς θύρσῳ τε δίδωμι ἐς χεῖρα, κίσσινον βέλος.

Adverbs and Verbs

αἰνέω <i>praise, approve, promise</i>	*καθίστημι <i>appoint, establish, put into a state; (intrans.) be established, be appointed</i>
ἀμείβω <i>answer; change, exchange</i>	*κεῖμαι <i>lie</i>
ἀνολολύζω <i>cry aloud, shout; excite</i>	λείπω <i>leave</i>
*δίδωμι <i>give; δίκην δίδωμι I pay the penalty; δίδωμι χάριν I give thanks</i>	λοχεύω <i>bring forth, bear; deliver</i>
*εἰμί <i>be</i>	*ὁράω <i>see</i>
ἐκεῖ <i>there</i>	*τίθημι <i>put, place</i>
ἐξάπτω <i>fasten to or from</i>	τίκτω <i>bear, give birth</i>
ἐπέρχομαι <i>come upon; approach; attack</i>	τύφω <i>raise a smoke, smoke; (pass.) smolder</i>
*ἔρχομαι <i>come, go</i>	χορεύω <i>dance</i>
*ἦκω <i>have come, be present</i>	

Adjectives, Nouns, Pronouns

Nominative	Genitive	Dative	Accusative	English Equivalent
ἄβατον	ἀβάτου	ἀβάτῳ	ἄβατον	<i>untrodden, impassable</i>
ἀθάνατος	ἀθανάτου	ἀθανάτῳ	ἀθάνατον	<i>immortal, deathless</i>
ἅλς	ἁλός	ἁλί	ἅλα	<i>sea</i>
Ἀραβία	Ἀραβίας	Ἀραβίᾳ	Ἀραβίαν	<i>Arabia</i>
Ἀσία	Ἀσίας	Ἀσίᾳ	Ἀσίαν	<i>Asia</i>
ἀστραπηφόρον	-φόρου	-φόρῳ	-φόρον	<i>lightning-bearing</i>
Βάκτρια	Βακτρίων	Βακτρίοις	Βάκτρια	<i>Baktria</i>
βάρβαροι	βαρβάρων	βαρβάροις	βαρβάρους	<i>barbarians</i>
βέλος	βέλεος (-ους)	βέλει	βέλος	<i>missile, arrow, dart</i>
βροτεία	βροτείας	βροτεῖα	βροτεῖαν	<i>mortal</i>
βροτοί	βροτῶν	βροτοῖς	βροτούς	<i>mortals</i>
*γῆ	γῆς	γῇ	γῆν	<i>land, earth</i>
γύαι	γυῶν	γύαις	γύας	<i>lands</i>
δαίμων	δαίμονος	δαίμονι	δαίμονα	<i>god, deity</i>
Διόνυσος	Διονύσου	Διονύσῳ	Διόνυσον	<i>Dionysos</i>

Nominative	Genitive	Dative	Accusative	English Equivalent
δόμοι	δόμων	δόμοις	δόμους	<i>house, houses</i>
*ἐγώ	ἐμοῦ	ἐμοί	ἐμέ	<i>I, me, mine</i>
*Ἕλληνες	Ἑλλήνων	Ἑλλησι (ν)	Ἕλληνας	<i>Greeks</i>
Ἕλληνίς	Ἑλληνίδος	Ἑλληνίδι	Ἑλληνίδα	<i>Greek</i>
*ἐμή	ἐμῆς	ἐμῇ	ἐμήν	<i>my</i>
ἐμφανής	ἐμφανέος (-οῦς)	ἐμφανεῖ	ἐμφανέα (-ῃ)	<i>clear, manifest</i>
ἐρείπιον	ἐρειπίου	ἐρειπίῳ	ἐρείπιον	<i>ruin, wreck</i>
*Ζεὺς	Διός (Ζηνός)	Δί (Ζηνί)	Δία (Ζῆνα)	<i>Zeus</i>
Ἥρα	Ἥρας	Ἥρα	Ἥραν	<i>Hera</i>
*Θεός	θεοῦ	θεῷ	θεόν	<i>god, goddess</i>
Θῆβαι	Θηβῶν	Θήβαις	Θήβας	<i>Thebes</i>
Θηβαῖοι	Θηβαίων	Θηβαίοις	Θηβαίους	<i>Theban</i>
θυγάτηρ	θυγατρός	θυγατρί	θυγατέρα	<i>daughter</i>
θύρσος	θύρσου	θύρσῳ	θύρσον	<i>thyrsos</i>
Κάδμος	Κάδμου	Κάδμῳ	Κάδμον	<i>Kadmos</i>
κίσσινος	κισσίνου	κισσίνῳ	κίσσινον	<i>of ivy</i>
κόρη	κόρης	κόρῃ	κόρην	<i>girl; daughter</i>
Λυδοί	Λυδῶν	Λυδοῖς	Λυδούς	<i>Lydian</i>
Μῆδοι	Μήδων	Μήδοις	Μήδους	<i>Mede, Persian</i>
*μήτηρ	μητρός	μητρί	μητέρα	<i>mother</i>
μιγάδες	μιγάδων	μιγάσι (ν)	μιγάδας	<i>mixed</i>
μνήμα	μνήματος	μνήματι	μνήμα	<i>memorial, record, tomb</i>
μορφή	μορφῆς	μορφῇ	μορφήν	<i>form, appearance</i>
νεβρίς	νεβρίδος	νεβρίδι	νεβρίδα	<i>fawnskin</i>
*παῖς	παιδός	παιδί	παῖδα	<i>child</i>
πέδον	πέδου	πέδῳ	πέδον	<i>earth, ground</i>
Πέρσαι	Περσέων (-ῶν)	Πέρσαις	Πέρσας	<i>Persians</i>
πλάκες	πλακῶν	πλαξί (ν)	πλάκας	<i>plains, fields</i>
*πόλις	πόλεως	πόλει	πόλιν	<i>city</i>
πρῶται	πρώτων	πρώταις	πρώτας	<i>first</i>
πῦρ	πυρός	πυρί	πῦρ	<i>fire</i>

Nominative	Genitive	Dative	Accusative	English Equivalent
Σεμέλη	Σεμέλης	Σεμέλῃ	Σεμέλην	<i>Semele</i>
σηκός	σηκοῦ	σηκῷ	σηκόν	<i>pen, fold, precinct</i>
τά δέ	τῶν δέ	τοῖς δέ	τά δέ	<i>they, them, theirs</i>
τείχη	τειχῶν	τείχεσι (ν)	τείχη	<i>walls</i>
τελεταί	τελετῶν	τελεταῖς	τελετάς	<i>rites, mysteries</i>
ὑβρις	ὑβρεως	ὑβρει	ὑβριν	<i>hybris, brutality</i>
φλόξ	φλογός	φλογί	φλόγα	<i>flame, fire, blaze</i>
Φρύγες	Φρυγῶν	Φρυζί (ν)	Φρύγας	<i>Phrygian</i>
*χείρ	χειρός	χειρί	χεῖρα	<i>hand; force, army</i>
χθών	χθονός	χθονί	χθόνα	<i>earth, ground</i>
χρῶς	χρωτός (χροός)	χρωτί (χροῖ)	χρῶτα (χρόα)	<i>skin</i>

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 sentence 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. For adjectives, tell what noun they agree with in gender, number, and case.

καὶ νεβρίδα ἐξάπτω χροὸς θύρσον τε δίδωμι ἐς χεῖρα, κίσσινον βέλος.

Check your answers with those in the Answer Key.

Classics and Our Modern World: Tom Palaima

In his article “Songs of the ‘Hard Traveler’ from Odysseus to the Never-Ending Tourist,” Classicist and professor Tom Palaima studies themes connected with traveling and existing away from home from the *Iliad* and *Odyssey* of Homer through the modern folk song tradition as performed and transformed by Bob Dylan, including songs by the Stanley Brothers, Charley Patton, Skip James, Muddy Waters, Stephen F. Foster, Martin Carthy and Dionysis Savvopoulos. Ancient Greek serves as the first recorded examples of songs exploring these experiences.

To read the article, follow this link:

Songs of the Hard Traveler.¹

Module 16 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 words, the greater mastery of the language you will have.

Nouns

ἄνθρωπος, ἀνθρώπου ἢ ὁ *human, person*

ἔργον, ἔργου τό *deed, task, work; building; ἔργον in truth, in deed*

θεός, θεοῦ ἢ ὁ *god, goddess, deity*

λόγος, λόγου ὁ *word, speech, story; reason, account*

νόμος, νόμου ὁ *law, custom*

πόλεμος, πολέμου ὁ *war*

χρόνος, χρόνου ὁ *time*

Verb

νομίζω *believe, think, have the custom of, hold as custom*

Etymology Corner XVI by Dr. E. Del Chrol

Technical Terms 12, Parts of Speech

Nouns, Pronouns, and Cases, cont. We met the root of **nominative** in the previous section on **nouns**, because a **nomen** is a *name* (ὄνομα). The **nominative case** *names* the subject of the sentence. One specific type of nominative that we meet frequently when translating is the **predicate nominative**, or the *naming* of the thing that you are talking about, from the Latin prefix **prae** *before* and verb **dicere** *to say* (like **dictation** the taking down of what someone *says* or **dictator** whose *statements* are law). In addition to the frequently occurring predicate nominative, we will often meet **predicate adjectives**, which also *name* the thing you are talking about. In Greek grammar ὄνομα was used to refer to the parts of speech of both nouns and adjectives because both *name* what you are talking about. Greek for the nominative case was called ὀρθή πτώσις the *upright, standing or not falling case*. Remember the hands of the clock.

1 http://sites.utexas.edu/tpalaima/files/2017/11/SONGS_OF_THE_HARD_TRAVELER_FROM_ODYSSEUS.pdf.

What to Study and Do 16. Before moving on to the next module, make sure that you have memorized ending sets 7 and 8 for second declension nouns and that you can decline these nouns from memory.

Learning Tip 16: Learn How to Follow and to Break Rules. During the past 500 years our world has seen rapid technological changes. These changes require us to adapt constantly. Constant change is our new normal. Luckily one of our strengths is our ability to learn and to adapt. Learning new information requires basic rule-based thinking (continuous or algorithmic) and deep thinking (discontinuous or creative) that allows us to understand in novel ways. As you learn ancient Greek, think about what you are learning from both perspectives, allowing for an analytical understanding of language and for a conceptual understanding that requires going beyond linking a verb to its subject. Reflect on your learning of accents and the factual information required for you to learn so as to be able to accent correctly and with confidence. As you apply this knowledge and come to understand it at a deeper level, note how the conceptual application of knowledge becomes factual. To facilitate your assimilation of new information, try using your body as a memory palace. In this variation your body serves as the long-term storage facility for remembering new information. Let's imagine that we wish to remember the eight parts of speech and their definitions, nouns, pronouns, adjectives, conjunctions, verbs, prepositions, adverbs, interjections.

We will begin at our feet and move up to our head. Our feet stand on a **house**, which represents **nouns**. Our house is filled with **people**, with maps of many different **places**, and the people in it are discussing many **things** and **ideas**. The **house** our feet are standing upon represents the definition **person, place, thing, idea**. On our knees a wide variety of people—**he, she, they**—are jostling each other, trying to take their place in line. The **hes** and **shes** of the people represent pronouns and the **trying to take their place in line** represents the definition of pronouns **taking the place of nouns**. On our thighs are oodles of crayons. The crayons speak colorfully and are describing the people on our knees, giving us information on the wide variety of different complexions and eye and hair colors among the people taking their place in line on our knees—beige, black, brown, green, pale, red, white, yellow. The crayons remind us that adjectives **describe** nouns. On our hips is a belt made out of safety pins. Each safety pin **connects** to the next, reminding us that conjunctions join one item to another. The pins make a belt that keeps our pants secure to our hips. Conjunctions join our thoughts, keeping them connected. Next is our stomach. Our stomach is our core. Our core is the foundation of **movement** and **existence**, enabling us to rise, jump, turn, and twist. Our stomach represents the qualities of **action** and **existence** that define **verbs**. In our right hand we hold an open umbrella. We stand under the umbrella. **Our position of standing under the umbrella** reminds us that **prepositions** are small words that require an **object** to complete their meaning. We are **positioned under** the **object umbrella**. **Under** is the preposition. The **umbrella**

completes the meaning of a **prepositional phrase** by serving as the **object** of the preposition **under**. Our mouth exclaims delight at our ability to move outside into the rain without getting wet. Our mouth expresses satisfaction, by exclaiming, “ah,” as we dance in the rain and are kept dry by standing **under** our amazingly effective **umbrella**. The word **ah** is what we interject to express our delight. **Ah** is called an **interjection**. As we **interject** “ah,” our eyes look over our body parts, noticing the people standing in line on our knees. Some are standing **quietly**. Some are standing **really quietly**. Others are **very** loud. Our eyes take note that **adverbs** give **additional** information about verbs, adjectives, and other adverbs. This body palace is just one more technique that you can apply the **SEE** principle to so as to place items quickly into your medium term memory. Remember that you will still have to review this information so as to remember it for the long term. Also remember to have fun using your imagination to create memorable information that you wish to make a part of your identity.