



NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF ARTS AND SOCIAL SCIENCES

COURSE CODE:CTH058

COURSE TITLE:Greek Syntax

Course Guide

Course Code CTH058

Course Title Greek Syntax

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Introduction

CTH058: Greek Syntax is a one-semester 3-credit unit course. The course is available toward the award of the diploma certificate in Christian Theology. The course material can also be useful for students in other levels of Christian Theology. Besides, those who wish to broaden their knowledge on the role on biblical languages in the understanding of the New Testament can find this course material beneficial. CTH053 is however the prerequisite for this course. In other words, if you have not offered and passed CTH053 you cannot offer this course.

This course is made up of 21 units. It will begin with a brief revision of CTH053 (Greek Grammar). This is to refresh your memory of what has been learnt in CTH053. After this, you will begin the study of the other grammatical issues and the moods that you have not learnt in CTH053. In this course, your tutor-marked assignments would become more practical than theoretically as you will have to translate from large passages of the scripture and explain why certain words are preferred in translation over others.

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

What You Will Learn in this Course

The overall aim of **CTH058** is to help you develop a systematic growth in the use of biblical Greek so that you can get to the level where you can access the original language and do your translation/interpretation without recourse to any existing translation of the New Testament. This will help you in your personal Bible study, sermon preparation and the development of study guide for use in the Church.

Course Aims

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

- Introducing you to the complexities of translation and the issues involved in syntactical relationships.

Course Objectives

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

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

Working through this Course

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

Course Materials

Major components of the course are:

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

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

Study Units

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

- Unit 1: Present Indicative Verbs
- Unit 2: Imperfect Indicative Verbs
- Unit 3: First Aorist Indicative
- Unit 4: Second Aorist Indicative
- Unit 5: Future Indicative Verbs
- Unit 6: First Declension Nouns
- Unit 7: Second Declension Nouns
- Unit 8: Third Declension Nouns
- Unit 9: Personal/Demonstrative Pronouns
- Unit 10: Participles
- Unit 11: The Perfect Indicative
- Unit 12: The Subjunctive Mood: Conditional Sentences
- Unit 13: The Imperative Mood
- Unit 14: Contract Verbs
- Unit 15: Pronouns
- Unit 16: Adjectives
- Unit 17: Verbs of the –μι Conjugation
- Unit 18: The Article
- Unit 19: The Infinitive
- Unit 20: Syntactical Issues

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

Set Textbooks

These textbooks are recommended for your study in this course:

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

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

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

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

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

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

www.bible.org

www.religion-online.org

www.biblestudies.org

Assignment file

In this file you will find all the details of the work you must submit to your tutor for marking. The marks you obtain from these assignments will count toward the final mark you obtain for this course. Further information on assignment will be found in the assignment file itself and later in this Course Guide in the section on assessment.

Presentation Schedule

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

Assessment

There are two aspects to the assessment of this course. First are the tutor marked assignments; second, there is a written examination. While working on your assignments, you are expected to apply information and knowledge acquired during this course. The assignments must be submitted to your

tutor for formal assessment in accordance with the deadlines stated in the assignment file. The work you submit to your tutor for assessment will count for 30% of your total course mark. At the end of the course, you will need to sit for a final three-hour examination. This will also count for 70% of your total course mark.

Tutor Marked Assignments (TMAs)

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

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

Final Examination and Grading

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

Course Marking Scheme

The table below gives a break down of the course mark:

Assessment	Marks
Assignments 1-15	Three assignments, best three marks of the assignments counts for 30% of course marks.
Final examination	The final examination counts for 70% of overall marks.
Total	100% of course marks

Table 1: Course Marking Scheme

Course Overview

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

Unit	Title of Work	Week's Activity	Assessment (end of unit)
	Course Guide		
1		1	Assignment 1
2		2	Assignment 2
3		3	Assignment 4
4		4	Assignment 4
5		5	Assignments 5
6		6	Assignment 6
7		7	Assignment 7
8		8	Assignment 8
9		9	Assignment 9
10		10	Assignment 10
11		11	Assignment 11
12		12	Assignment 12
13		13	Assignment 13
14		14	Assignment 14
15		15	Assignment 15
16		16	Assignment 16
17		17	Assignment 17
18		18	Assignment 18
19		19	Assignment 19
20		20	Assignment 20
21		21	Assignment 21
22		16	
23		17	
24		18	

Table 2: Course Overview

How to Get the Best from this Course

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

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Following this is a

set of learning objectives. These objectives enable you know what you should be able to do by the time you have completed the unit. The objectives should guide your study. After studying the units must cross check whether you have achieved the objectives. If you adhere strictly to this art of checking whether the objective is achieved or not, you will definitely improve your chances of passing the course.

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

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

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

Tutors and Tutorials

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

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

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

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

Summary

CTH058 will lead you to a working knowledge of the Greek language and the ability to consult the original language of the New Testament thereby enriching your knowledge of the Bible. It will expose you to the exegetical principles that are involved in the process of translation and interpreting.

On successful completion of this course, you will be able to answer questions such as:

1. What are the uses of the imperfect tense in the Greek language?
2. How does mood affect interpretation?
3. What is the relationship between translation and exegesis?
4. What is the relationship between translation, exegesis and theology?
5. What is the best way to render the incipient imperfect?
6. What is the best way to translate the iterative imperfect?
7. What is the best way to translate the present continuous tense in the Greek?
8. What is the difference between the aorist and the imperfect tense?
9. What are the similarities between the aorist and the imperfect tense?
10. Evaluate your understanding of John 1:14b before now and after this course.

The questions you will be able to answer should not be limited to the ones above. Greek Grammar is a course you will find interesting and stimulating.

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MODULE 1 GREEK VERBS

Unit 1	Present Indicative Verbs
Unit 2	Imperfect Indicative Verbs
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Unit 4	Second Aorist Indicative
Unit 5	Future Indicative Verbs

UNIT 1 PRESENT INDICATIVE VERBS

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6.0	Tutor-Marked Assignment
7.0	References/Further Readings

1.0 INTRODUCTION

You are welcomed to this course in Greek Syntax. We will begin by having an overview of all that has been studied in Greek Grammar so that you would have continuity of study. Before you commence your study of this course, it is advisable that you go back and revise all the Greek vocabularies that you have learnt so far, as they are still useful in this course. In this module, we are going to work round the verbs again. We are beginning from the present indicative verbs in this unit.

7.0 OBJECTIVES

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

- read and interpret the Greek words studied so far
- identify all the elements of the verb
- parse a verb
- write any verb in all the forms of the present indicative

3.0 MAIN CONTENT

7.0 Introducing the Verbs

As you have been taught, the Greek verb carries the tense, voice, mood, the person and the number.

The Tense

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

The Voice

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

The Mood

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

The Person

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

The Number

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

7.0 The Present Active Indicative

Because of the simplicity of the verb λύω, and the fact that it can be used as an example for most of the various voices, tenses and the moods of the Greek verb, it will be used as the guinea-pig for all the examples except where impossible. The present active indicative form of λύω is:

λύω	I loose or I am loosing (destroy)
λύεις	You (s) loose or you (s) are loosing
λύει	he (she, it) loose or he (she, it) is loosing
λύομεν	We loose or we are loosing
λύετε	You (p) loose or you (p) are loosing
λύουσι(ν)	They loose or they are loosing

3.3 Constructing Questions

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

7.0 The Present Passive Indicative

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

The primary endings of the present passive are: μαι, σαι, ται, μεθα, σθε and νται. These are added to the stem of the word by means of the variable vowel which is either ο or ε. It has to be noted however that in the second person singular, a significant change occurred during the development of the language. The sigma sound got lost and the ε and α sound got

contracted to η, and the ι became a subscript. This would be reflected in the paradigm below.

The Present Active Indicative of λύω is as follows:

λύομαι	I am being loosed	λύομεθα	we are being loosed
λύη	you are being loosed	λύεσθε	you are being loosed
λύεται	he, (she, it) is being loosed	λύονται	they are being loosed

7.0 The Usages of the Passive Voice

When Direct Agent is indicated

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

When Indirect Agent is indicated

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

When Impersonal Agent is indicated

When the agent is impersonal, the construction is the dative with or without the preposition ἐν. For example, οἱ ἄνθρωποι σῶζονται ἐν τῷ λόγῳ τοῦ Μεσσίας which means “the men are being saved by the word of the Messiah”.

When no Agent is expressed

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

7.0 The Middle Voice

It has to be stated from the onset that there is no equivalent of the Greek middle voice in the English language. In the middle voice, the subject is acting in such a way that it participates in the result of the action. The

subject, at this point, rather than the action is the focal point or the point of emphasis. The middle voice in the Greek language is used in three different ways: the reflexive middle, the intensive middle and the reciprocal middle.

The Reflexive Middle

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

The Intensive Middle

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

The Reciprocal Middle

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

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

The Form of the Middle Voice

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

λύομαι	I loose myself, or I loose for myself	λύομεθα	we loose ourselves, or we loose for ourselves
λυῇ	you loose yourself, or you loose for yourself	λύεσθε	you loose yourselves, or you loose for yourselves
λύεται	he, (she, it) looses himself, or he looses for himself	λύονται	they loose themselves, or they loose for themselves

4.0 CONCLUSION

In this unit you have studied the present indicative verbs. You have seen the various forms of the verb: the present active, the present passive and the present middle voice. You have also seen the various usages of the passive voice as well as that of the middle voice which actually has no equivalent in English. You have also learnt that the middle voice can be used reflexively, intensively and reciprocally.

7.0 SUMMARY

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

- The present active indicative is used to express the continuous action in the Greek language.
- The passive voice is used when the subject is being acted upon by an outside agent.
- In the middle voice, the subject is acting in such a way that it participates in the result of the action.
- The reflexive middle pictures the result of the action directly to the agent.
- The intensive middle stresses the agent producing the action rather than its participation in the action.
- In the reciprocal middle a plural subject that is engaged in an interchange of action is pictured.

7.0 TUTOR-MARKED ASSIGNMENT

Identify all the present indicative verbs in the passage below and indicate their voice and person:

Matthew 3:1 Ἐν δὲ ταῖς ἡμέραις ἐκείναις παραγίνεται Ἰωάννης ὁ βαπτιστὴς κηρύσσων ἐν τῇ ἐρήμῳ τῆς ἰουδαίας

Matthew 3:2 [καὶ] λέγων· μετανοεῖτε· ἤγγικεν γὰρ ἡ βασιλεία τῶν οὐρανῶν.

Matthew 3:3 οὗτος γάρ ἐστιν ὁ ῥηθεὶς διὰ ἡσαΐου τοῦ προφήτου λέγοντος· φωνὴ βοῶντος ἐν τῇ ἐρήμῳ· ἐτοιμάσατε τὴν ὁδὸν κυρίου, εὐθείας ποιεῖτε τὰς τρίβους αὐτοῦ.

Matthew 3:4 αὐτὸς δὲ Ὁ Ἰωάννης εἶχεν τὸ Ἐνδυμα αὐτοῦ ἀπὸ Τριχῶν καμήλου καὶ Ζώνην δερματίνην περὶ τὴν ὀσφὺν αὐτοῦ, ἡ δὲ Τροφή Ἦν αὐτοῦ ἀκρίδες καὶ Μέλι ἄγριον.

Matthew 3:5 Τότε ἐξεπορεύετο πρὸς αὐτὸν Ἱεροσόλυμα καὶ Πᾶσα ἡ Ἰουδαία καὶ Πᾶσα ἡ περίχωρος τοῦ Ἰορδάνου,

7.0 REFERENCES/FURTHER READINGS

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

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

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

UNIT 2: IMPERFECT INDICATIVE VERBS

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- 4.0 Conclusion
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1.0 INTRODUCTION

In the last unit you have been taken through the study of present indicative verbs in all its voices: active, passive and the middle voices. In this unit, we are going to be examining the imperfect indicative verbs. As you study this unit, take note of the difference between the present and the imperfect verbs. In this unit you will be given the changes in the stem of the verb as we enter the imperfect realm and also study the functions of the imperfect tense.

7.0 OBJECTIVES

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

- identify the verbs written in the imperfect active form.
- recall all the vocabularies given in this course so far.
- write all the imperfect indicative of εἰμί
- discuss the use of the imperfect tense extensively.

3.0 MAIN CONTENT

7.0 The Imperfect Active Indicative of λύω

The personal endings in the active secondary tenses are -ν; -ς; νονε; -μεν; -τε, ν. The variable vowel is ο before an ending beginning with μ,

or ν and it is ε before any other ending. The third person singular often takes the movable ν. You will also discover that the first person singular and the third person plural are identical and thus should be distinguished by the context.

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

ἔλυον	I was loosing	ἐλύομεν	we were loosing
ἔλυες	you were loosing	ἐλύετε	you were loosing
ἔλυε	he, she, it was loosing	ἔλυον	they were loosing

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

3.2 The Imperfect Active Indicative in Compound Verbs

In the case of compound verbs, the augment comes after the preposition and before the vowel stem. If the preposition ends with a vowel, the process of elision will take place. For example, ἐκβάλλω becomes ἐξέβαλλον; ἀποκτείνω becomes ἀπεκτεινον; ἀπάγω becomes ἀπήγον. Note that in all the examples given, the accent is no longer on the preposition for any reason but it may rest on the augment.

7.0 The Imperfect Active Indicative of εἰμί

The imperfect active indicative of εἰμί is:

ἦμην	I was	ἦμεν	we were
ἦς	you were	ἦτε	you were

ἦν

he (she it) was

ἦσαν

they were

7.0 The Use of the Imperfect Tense

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

The Descriptive Imperfect

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

Then Jerusalem was going out (ἐξεπορεύετο) to him, and they were being baptized (ἐβαπτίζοντο) in the Jordan River.

In the above quotation, ἐξεπορεύετο is the imperfect active while ἐβαπτίζοντο is the imperfect middle or passive. The significance of these words can be seen vividly in the context of the passage.

The Repeated or Iterative Imperfect

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

They were asking him (λέγοντες), Lord art thou at this time restoring the kingdom to Israel?

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

The Inceptive Imperfect

The inceptive imperfect is also used to picture continuous action in the past. However the emphasis is on the beginning of the action rather than on its progress. This is best illustrated by Matthew 5:2 where the word ἐδίδασκεν,

which is best translated “he began teaching them”. This word is used to introduce the Sermon on the Mount also in Luke 5:3 and Mark 5:37.

7.0 The Imperfect Middle and Passive Indicative of λύω

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

The Imperfect Middle Indicative of λύω is as follows:

Person	Singular		Plural	
1 st	ἐλύόμην	I was loosing myself or for myself	ἐλυόμεθα	we were loosing ourselves or for ourselves
2 nd	ἐλύου	you were loosing yourself or for yourself	ἐλύεσθε	you were loosing yourselves or for yourselves
3 rd	ἐλύετο	he was loosing himself or himself	ἐλύοντο	they were loosing themselves or for themselves

The Imperfect Passive Indicative of λύω is as follows:

Person	Singular		Plural	
1 st	ἐλύόμην	I was being loosed	ἐλυόμεθα	we were being loosed
2 nd	ἐλύου	you were being loosed	ἐλύεσθε	you were being loosed
3 rd	ἐλύετο	he (she, it) was being loosed	ἐλύοντο	they were being loosed

As you would have noticed, the personal endings of the middle secondary tenses are -μην, -σο, -το, -μεθα, -σθε, and -ντο. There are also variable vowels as in the present active. However, the second person singular is altered by the loss of the s and the contraction of the connecting vowel ε and the ending ο. Thus ἐλύεσο becomes ἐλύου.

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

It has to be stated that it is an idiom of Greek language that a neuter plural subject always has its verb in the singular. For example, τὰ τέκνα ἔχει (not ἔχουσι) καρπὸν καὶ ἄρτον would be translated “The children has fruit and bread”.

4.0 CONCLUSION

In this unit you have studied the imperfect indicative verb in the active, middle and passive voices. You have learnt that the imperfect is used for the continuous action in the past and that it is identified by the use of the augment. It is called the syllabic augment if the word begins with a consonant and temporal augment if the word begins with a vowel. You have also learnt that the imperfect can be used descriptively, iteratively and inceptively.

7.0 SUMMARY

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

- The imperfect is used for the continuous action in the past.
- It is easily identified by its use of the augment.
- The syllabic augment is used when the word begins with a consonant and takes a vowel as its augment.
- The temporal augment is used when the word begins with a vowel and the vowel is lengthened.

7.0 TUTOR-MARKED ASSIGNMENT

Identify all the imperfect verbs in the passage below and identify the voices in which they are used and the person.

Matthew 9:1 Καὶ Ἐμβὰς εἰς πλοῖον διεπέρασεν καὶ ἦλθεν εἰς τὴν ἰδίαν πόλιν.

Matthew 9:2 καὶ Ἰδοὺ Προσέφερον αὐτῷ παραλυτικὸν ἐπὶ Κλίνης βεβλημένον. καὶ Ἰδὼν ὁ Ἰησοῦς τὴν πίστιν αὐτῶν εἶπεν τῷ παραλυτικῷ· θάρσει, τέκνον, ἀφί28λατ ἡ σου αἰ ἁμαρτίαι.

Matthew 9:3 καὶ Ἰδοὺ τινες τῶν γραμματέων εἶπαν ἐν ἑαυτοῖς· οὗτος βλάσφημεῖ.

Matthew 9:4 καὶ Ἰδὼν ὁ Ἰησοῦς τὰς ἐνθυμήσεις αὐτῶν εἶπεν· ἵνατί ἐνθυμείσθε πονηρὰ Ἐν ταῖς καρδίαις ὑμῶν;

Matthew 9:5 τί γάρ ἐστιν εὐκοπώτερον, εἰπεῖν· ἀφί29λατ ἡ σου αἰ ἁμαρτίαι, ἢ εἰπεῖν· ἔγειρε καὶ Περιπάτει;

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UNIT 3 FIRST AORIST INDICATIVE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Aorist
 - 3.2 The First Aorist Active Indicative of λύω
 - 3.3 The First Aorist Middle Indicative of λύω
 - 3.4 Functions of the Aorist
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments
- 7.0 References/Further Readings

1.0 INTRODUCTION

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

7.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

7.0 The Aorist

In Greek as in English language, there are two ways to form the past tense. It is important to note that this does not mean that each verb has two ways

of forming the past tense. Though some Greek verbs do have the two ways, it must be noted that such verbs are very rare.

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

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

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

7.0 The First Aorist Active Indicative of λύω

ἔλυσα	I loosed	ἐλύσαμεν	we loosed
ἔλυσας	you loosed	ἐλύσατε	you loosed
ἔλυσε (ν)	he (she, it) loosed	ἐλύσαντο	they loosed

3.3 The First Aorist Middle Indicative of λύω

ἐλύσαμην	I loosed myself or for myself	ἐλύσαμεθα	we loosed ourselves for ourselves
ἐλύσω	you loosed yourself or for yourself	ἐλύσασθε	you loosed yourselves or for yourselves
ἐλύσατο	he (she, it) loosed himself or for himself	ἐλύσαντο	they loosed themselves or for themselves

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

lexicon for the for the first person singular of the word after which it would be easier for you to list other forms.

7.0 Functions of the Aorist

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

The use of the aorist tense has many implications:

Constative Aorist

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

Ingressive Aorist

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

Culminative Aorist

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

4.0 CONCLUSION

In this unit you have learnt that there are two ways of forming the past tense in the Greek language and these are called the first and the second aorist. The verbs that add σ to their stem are the first aorist verbs and those that use the endings without the σ are the second aorist verbs. You have also learnt that the aorist is a secondary tense and so would use the augment like the imperfect. You have also learnt that the aorist can be used constantively (this is when the action is looked upon in its entirety); it can also be used ingressively (this is when the initiation of the action is emphasized) and culminatively (this is when the end of the action or the state of being resulting from the action is emphasized).

7.0 SUMMARY

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

- There are two ways of forming the past tense in the Greek language and these are called the first and the second aorist.
- The verbs that add σ to their stem are the first aorist verbs and those that use the endings without the σ are the second aorist verbs.
- The aorist is a secondary tense and so would use the augment like the imperfect.
- The aorist can be used constantively (this is when the action is looked upon in its entirety); it can also be used ingressively (this is when the initiation of the action is emphasized) and culminatively (this is when the end of the action or the state of being resulting from the action is emphasized).

7.0 TUTOR-MARKED ASSIGNMENT

Identify the entire aorist verb in the passage below and state whether they are first or second aorist, the person and the voice.

Matthew 17:1 Καὶ μεθ' ἡμέρας ἕξ παραλαμβάνει ὁ Ἰησοῦς τὸν Πέτρον καὶ Ἰάκωβον καὶ Ἰωάννην τὸν ἀδελφὸν αὐτοῦ καὶ Ἀναφέρει αὐτοὺς εἰς ὄρος ὑψηλὸν κατ' ἰδίαν.

Matthew 17:2 καὶ Μετεμορφώθη ἔμπροσθεν αὐτῶν, καὶ ἔβλεπεν αὐτοὺς ὡς ὁ ἥλιος, τὰ Δὲ ἱμάτια αὐτοῦ ἐγένετο λευκὰ ὡς τὸ φῶς.

Matthew 17:3 καὶ Ἰδοὺ ὤφθη αὐτοῖς Μωϋσῆς καὶ ἡλίας συλλαλοῦντες μετ' αὐτοῦ.

Matthew 17:4 ἀποκριθεὶς δὲ Ὁ Πέτρος εἶπεν τῷ Ἰησοῦ· κύριε, καλὸν ἐστὶν ἡμᾶς ὧδε εἶναι· εἰ θέλεις, ποιήσω ὧδε τρεῖς σκηνάς, σοὶ Μίαν καὶ Μωϋσεὶ μίαν καὶ ἡλίᾳ μίαν.

Matthew 17:5 ἔτι αὐτοῦ λαλοῦντος ἰδοὺ Νεφέλη φωτεινὴ Ἐπεσκίασεν αὐτούς, καὶ Ἰδοὺ Φωνὴ Ἐκ τῆς νεφέλης λέγουσα· οὗτός ἐστιν ὁ υἱός μου ὁ ἀγαπητός, ἐν ᾧ εὐδόκησα· ἀκούετε αὐτοῦ.

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UNIT 4 SECOND AORIST INDICATIVE

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- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Second Aorist
 - 3.2 The Second Aorist Active Indicative of λείπω
 - 3.3 The Second Aorist Middle Indicative of λείπω
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

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

7.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

7.0 The Second Aorist

The second aorist as said earlier is the kind of past tense in the Greek language that does not form the past tense by adding σ to the stem but alter the stem radically and then add the secondary personal endings. It has to be

noted that there is no way to determine whether a Greek verb will take the first or the second aorist. You may need to check the lexicon to determine this. Once you have determined the form of aorist a verb will take, it would be easy for you to finish up the declension. Note however that there are very few irregular second aorist words, but for the most part they are very regular.

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

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

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

The following verbs should however be noted:

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

7.0 The Second Aorist Active Indicative of *λείπω*

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

ἔλιπον	I left	ἐλίπομεν	we left
ἔλιπες	you left	ἐλίπετε	you left
ἔλιπε(ν)	he, she, it left	ἔλιπον	they left

7.0 The Second Aorist Middle Indicative of λείπω

ἐλipoμην	I left for myself	ἐλipoμεθα	we left for ourselves
ἐλίπου	you left for yourself	ἐλίπεσθε	you left for yourselves
ἐλίπετο	he (she, it) left for himself	ἐλίποντο	they left for themselves

4.0 CONCLUSION

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

7.0 SUMMARY

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

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

7.0 TUTOR-MARKED ASSIGNMENT

Identify the entire aorist verb in the passage below and state whether they are first or second aorist, the person and the voice.

Matthew 17:1 Καὶ μεθ' ἡμέρας ἕξ παραλαμβάνει ὁ Ἰησοῦς τὸν Πέτρον καὶ Ἰάκωβον καὶ Ἰωάννην τὸν ἀδελφὸν αὐτοῦ καὶ Ἀναφέρει αὐτοὺς εἰς ὄρος ὑψηλὸν κατ' ἰδίαν.

Matthew 17:2 καὶ Μετεμορφώθη ἔμπροσθεν αὐτῶν, καὶ ἔβλαψεν τὸ Πρόσωπον αὐτοῦ ὡς ὁ ἥλιος, τὰ δὲ ἱμάτια αὐτοῦ ἐγένετο λευκὰ ὡς τὸ Φῶς.

Matthew 17:3 καὶ Ἰδοὺ ὤφθη αὐτοῖς Μωϋσῆς καὶ ἠλίας συλλαλοῦντες μετ' αὐτοῦ.

Matthew 17:4 ἀποκριθεὶς δὲ ὁ Πέτρος εἶπεν τῷ Ἰησοῦ· κύριε, καλὸν ἐστὶν ἡμᾶς ὧδε εἶναι· εἰ θέλεις, ποιήσω ὧδε τρεῖς σκηνάς, σοὶ Μίαν καὶ Μωϋσεὶ μίαν καὶ ἠλίᾳ μίαν.

Matthew 17:5 ἔτι αὐτοῦ λαλοῦντος ἰδοὺ Νεφέλη φωτεινὴ Ἐπεσκίασεν αὐτούς, καὶ Ἰδοὺ Φωνὴ Ἐκ τῆς νεφέλης λέγουσα· οὗτός ἐστιν ὁ υἱός μου ὁ ἀγαπητός, ἐν ᾧ εὐδόκησα· ἀκούετε αὐτοῦ.

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UNIT 5 FUTURE INDICATIVE VERBS

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 - 3.2 Stem Changes in the Future Stem
 - 3.3 Time and Kind of Action in the Future Tense
 - 3.4 The Future Indicative of εἶμι
- 4.0 Conclusion
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- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In the previous unit we have dealt with the second aorist tense which deals with actions that took place in the past. In this unit, we will deal with the future indicative tense that has to do with actions taking place in the future. In this unit, both the future active and the future middle indicative verbs shall be considered.

7.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

7.0 The Future Stem

The future stem is obtained by adding σ to the verb stem. For example, the verb stem of λύω is λύ. When you add σ, it becomes λύσ. Note that this is a primary tense, therefore the primary active endings would be used for the

future active and the primary middle tense would be used for the future middle. These endings are added to the stem through the use of the variable vowel (that is, ο and ε) just like the present tense. Therefore, as you will observe below, the future active of λύω is just like the present active form expect for the suffix σ.

The following is the future active form for λύω:

λύσω	I shall loose	λύσομεν	we shall loose
λύσεις	you will loose	λύσετε	you will loose
λύσει	he, she, it will loose	λύσουσι	they will loose

The following is the future middle form for λύω:

λύσομαι	I shall loose myself/for myself	λυσόμεθα	we shall loose ourselves
λύση	you will loose yourself	λύσεσθε	you will loose yourselves
λύσεται	he (she, it) will loose himself	λύσονται	they will loose themselves

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

7.0 Stem Changes in Future Stems

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

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

In this class of words, the σ that is added to the stem would be dropped and the ω would be accented. This change is however due to some contraction principles that would be learnt later in the course. The following are appropriate example: instead of μένσω you will have μενῶ; ἀποστέλλωαλσο becomes ἀποστελλῶ.

Verbs ending in a mute consonant

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

In the case of palatal consonants (κ, γ, χ): the palatal consonants become ξ before σ; hence ᾠγῶ becomes ᾠξῶ.

In the case of labial consonants (π, β, φ): the labial consonants become ψ before σ; hence βλέπω becomes βλέψω.

In the case of dental consonants (τ, δ, θ): the dental consonants before σ drops out; hence πείθω becomes πείσω. The same principle applies to sibilant consonants like σ and ζ; hence σῶζω becomes σῶσω.

Other Future Tenses Stem

You also have to know that there are some future stems that are entirely different from these ones. This difference is due to the fact that the stem of the general verb and the stem of the present stem are not always the same. In λύω they are the same and this explains the similarity between the present and future tense. However, there are other verbs that are not similar. These include: γινώσκω the stem of which is γνῶ. The future stem thus would be γνῶσ; in the case of κηρύσσω the stem is κηρυκ— and so the future tense stem would be κηρυξ—. These differences account for the variety of differences between future stem forms. However, once the first person singular of the future is learned it is easy to know the remainder of the tense forms.

It is also important to know that some verbs are active in the present but in the future tense they become deponent. You should carefully observe this in the process of your vocabulary study. Examples however include λαμβάνω which has its future in the deponent as λήψομαι; and γινώσκω is also deponent and has γνῶσομαι as its future form.

7.0 Time and Kind of Action in the Future Tense

It is obvious that the time of action in the future tense is the future time. The kind of action can either be punctiliar or linear. The context will usually indicate which is intended. Most of the time however, it is punctiliar action because the most natural construction for indicating

continuous action is the periphrastic future and this would be learnt later. The following however are the possible usages of the future tense:

The Simple Predictive Future

This is the simple future that predicts what will happen as in ὑμᾶς διδάξει.

The Imperative Future

The imperative (that is a command) may be expressed by the future as in: καλέσεις τὸ ὄνομα αὐτοῦ Ἰωάννην, that is, “you shall call his name John”.

The Deliberative Future

This is sometimes found when a rhetorical (this is a question to which one really expects no answer) question is being asked: Κύριε, πρὸς τίνα ἀπελευσόμεθα; that is, “Lord, to whom shall we go?”

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

7.0 The Future Indicative of εἰμί

The future indicative of εἰμί is as follow:

ἔσομαι	I shall be	ἔσόμεθα	we shall be
ἔσῃ	you will be	ἔσεσθε	you will be
ἔσται	he (she, it) will be	ἔσονται	they will be

4.0 CONCLUSION

In this unit you have been introduced to the future active and middle indicative tense in the Greek language. You have learnt that the future stem is formed by adding sigma to the verb stem. The addition of sigma to the stem of the verb would make some consonants to react by either changing their form or dropping out entirely. You are also taught that the future tense is used in three major ways in the Greek New Testament, namely: the simple predictive, the imperative and the deliberative future.

7.0 SUMMARY

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

- The future stem is formed by adding σ to the verb's stem
- The presence of σ changes some consonants and some also drop out
- Some future verbs have their stem different from the present active indicative
- The future tense can be used in three ways: simple predictive future, the imperative and the deliberative future.

7.0 TUTOR-MARKED ASSIGNMENT

Identify all the future tenses in the passage below and indicate how they are used:

Mark 10:5 ὁ δὲ ἰησοῦς εἶπεν αὐτοῖς· πρὸς τὴν σκληροκαρδίαν ὑμῶν ἔγραψεν ὑμῖν τὴν ἐντολὴν ταύτην

Mark 10:6 ἀπὸ Δὲ Ἀρχῆς κτίσεως ἄρσεν καὶ θῆλυ ἐποίησεν αὐτούς·

Mark 10:7 ἕνεκεν τούτου καταλείψει ἄνθρωπος τὸν πατέρα αὐτοῦ καὶ τὴν μητέρα [καὶ Προσκολληθήσεται πρὸς τὴν γυναῖκα αὐτοῦ],

Mark 10:8 καὶ ἔσονται οἱ δύο εἰς σάρκα μίαν· ὥστε οὐκέτι εἰσὶν δύο ἀλλὰ μία σὰρξ.

Mark 10:9 ὃ οὖν ὁ θεὸς συνέζευξεν ἄνθρωπος μὴ χωριζέτω.

Mark 10:10 Καὶ εἰς τὴν οἰκίαν πάλιν οἱ μαθηταὶ περὶ τούτου ἐπηρώτων αὐτόν.

7.0 REFERENCES/FURTHER READINGS

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MODULE 2

Unit 1: First Declension Nouns

Unit 2:	Second Declension Nouns
Unit 3:	Third Declension Nouns
Unit 4:	Personal/Demonstrative Pronouns

UNIT 1 FIRST DECLENSION NOUNS

CONTENTS

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3.0	Main Content
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3.2	Declension of the Feminine Nouns of the First Declension
3.3	Declension of the Masculine Nouns of the First Declension
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7.0 INTRODUCTION

In the last module, you have gone through the whole of the indicative verbs in the Greek language. You will do well to go over them again and again until you have mastered them. In this module, you will begin to review all the Greek nouns. The first three units will focus on the three declensions and the last unit would be on the personal and demonstrative pronouns.

In this unit you will be exposed to the nouns of the first declension which are mostly feminine and masculine nouns. The feminine nouns have two types: those ending in η and those ending in α . As you study these declensions, watch out for the differences in the manner in which they are declined.

7.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

7.0 Review of Nouns and their Functions

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

Functions of the Noun

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

The Noun as Subject

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

The Noun as Direct Object

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

The Noun as the Indirect Object

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

The Noun as the Owner of Something

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

The Noun as Subject Complement

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

The Noun as the Person Addressed

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

By now, we have exhausted all the cases of Greek that can parallel that of the English language. There are three more cases in the Greek which can be used in another way in the English language. The cases are the locative and the instrumental cases. The locative case is used to describe the location or the position of things. The instrumental case on the other hand is used to express the means by which something is done and. These two cases are spelt as the dative case and this is why those who say the Greek has five cases insist. They see the locative and the instrumental as other usages of the dative case. The last case of the Greek language is the ablative case. This case is used to express separation or a movement away from something. For example, in the sentence “the man sends the servants away from the house,” the Greek would use the ablative to express the phrase “from the house.” The ablative case is spelt like the genitive and that is why it is seen as another function of the genitive.

Having exhausted all the cases of the Greek language, we can now move forward to study the Greek nouns now. There are three forms of declension in the Greek language. The first declension has an inflected system in which the α sound is predominant; the second declension is predominant

with the o sound and the third declension has a system in which the consonant stem is predominant. Since the largest number of nouns of the Greek is in the second declension and since it is easier to learn than the others, it is usually studied first.

3.2 Declension of the Feminine Nouns of the First Declension

The inflection of the first declension varies in the singular according to the ending in the nominative. In all there are five systems of inflection in the singular of the first declension. Three out of these five systems are applicable to the feminine nouns and would be discussed in this subsection:

7. When the stems end in ε, ι or ρ, the nominative singular will end in long α, which will be retained throughout the word as in the following example:

Declension of feminine noun ending in ε, ι or ρ, using ἡ βασιλεία with the definite article as an example:

Cases	Singular Form	Meaning	Plural Form	Meaning
Nominative	ἡ βασιλεία	the kingdom	αἱ βασιλῆαι	the kingdoms
Genitive	τῆς βασιλείας	of the kingdom	τῶν βασιλειῶν	of the kingdoms
Ablative	τῆς βασιλείας	from the kingdom	τῶν βασιλειῶν	from the kingdoms
Dative	τῇ βασιλείᾳ	to the kingdom	ταῖς βασιλείαις	to the kingdoms
Locative	τῇ βασιλείᾳ	in the kingdom	ταῖς βασιλείαις	in the kingdoms
Instrumental	τῇ βασιλείᾳ	by the kingdom	ταῖς βασιλείαις	by the kingdoms
Accusative	τὴν βασιλείαν	the kingdom	τὰς βασιλείας	the kingdoms
Vocative	ἡ βασιλεῖα	the kingdom	αἱ βασιλῆαι	the kingdoms

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

Declension of feminine noun ending in σ, λλ, or any double consonants, using ἡ γλῶσσα with the definite article as an example:

Cases	Singular Form	Meaning	Plural Form	Meaning
Nominative	ἡ γλῶσσα	the tongue	αἱ γλῶσσαι	the tongues
Genitive	τῆς γλώσσης	of the tongue	τῶν γλωσσῶν	of the tongues
Ablative	τῆς γλώσσης	from the tongue	τῶν γλωσσῶν	from the tongues
Dative	τῇ γλώσσει	to the tongue	ταῖς γλώσσαις	to the tongues
Locative	τῇ γλώσσει	in the tongue	ταῖς γλώσσαις	in the tongues
Instrumental	τῇ γλώσσει	by the tongue	ταῖς γλώσσαις	by the tongues
Accusative	τὴν γλῶσσαν	the tongue	τὰς γλώσσας	the tongues
Vocative	ἡ γλῶσσα	the tongue	αἱ γλῶσσαι	the tongues

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

Declension of feminine noun ending in any other letter using ἡ γραφή with the definite article as an example:

Cases	Singular Form	Meaning	Plural Form	Meaning
Nominative	ἡ γραφή	the writing	αἱ γραφαί	the writings
Genitive	τῆς γραφῆς	of the writing	τῶν γραφῶν	Of the writings
Ablative	τῆς γραφῆς	from the writing	τῶν γραφῶν	From the writings
Dative	τῇ γραφῇ	to the writing	ταῖς γραφαῖς	to the writings
Locative	τῇ γραφῇ	in the writing	ταῖς γραφαῖς	in the writings
Instrumental	τῇ γραφῇ	by the writing	ταῖς γραφαῖς	by the writings
Accusative	τὴν γραφήν	the writing	τὰς γραφάς	the writings
Vocative	ἡ γραφή	the writing	αἱ γραφαί	the writings

3.3 Declension of the Masculine Nouns of the First Declension

As has been said earlier, there are five declension systems in the first declension system. The three that are feminine had been shown above. The last two are masculine and they are as follows:

7. When a masculine noun of the first declension has a stem ending in ε, ι or ρ, the nominative singular will be ας (long α).

Declension of masculine noun ending in ε, ι or ρ using ὁ Μεσσίας with the definite article as an example:

Cases	Singular Form	Meaning	Plural Form	Meaning
Nominative	ὁ Μεσσίας	the Messiah	οἱ Μεσσίαι	the Messiahs
Genitive	τοῦ Μεσσίου	of the Messiah	τῶν Μεσσιῶν	of the Messiahs
Ablative	τοῦ Μεσσίου	from the Messiah	τῶν Μεσσιῶν	From the Messiahs
Dative	τῷ Μεσσίᾳ	to the Messiah	τοῖς Μεσσίαις	to the Messiahs
Locative	τῷ Μεσσίᾳ	in the Messiah	τοῖς Μεσσίαις	in the Messiahs
Instrumental	τῷ Μεσσίᾳ	by the Messiah	τοῖς Μεσσίαις	by the Messiahs
Accusative	τὸν Μεσσίαν	the Messiah	τούς Μεσσίας	the Messiahs
Vocative	ὁ Μεσσίας	the Messiah	οἱ Μεσσίαι	the Messiahs

2. All other stem endings are followed by ης in the nominative singular, as in the example below:

Declension of masculine noun ending in other letters using ὁ προφήτης with the definite article as an example:

Cases	Singular Form	Meaning	Plural Form	Meaning
Nominative	ὁ προφήτης	the prophet	οἱ προφῆται	the prophets
Genitive	τοῦ προφήτου	of the prophet	τῶν προφητῶν	Of the prophets
Ablative	τοῦ προφήτου	from the prophet	τῶν προφητῶν	from the prophets

Dative	τῷ προφῆτῃ	to the prophet	τοῖς προφήταις	To the prophets
Locative	τῷ προφῆτῃ	in the prophet	τοῖς προφήταις	In the prophets
Instrumental	τῷ προφῆτῃ	by the prophet	τοῖς προφήταις	By the prophets
Accusative	τὸν προφῆτην	the prophet	τούς προφήταις	the prophets
Vocative	προφήτης	the prophet	προφήται	the prophets

4.0 CONCLUSION

In this unit you have reviewed the functions of nouns in the English language and the case through which these functions are expressed in the Greek language. You have also learnt the various forms of the declension of the feminine nouns of the first declension as well as the declensions of the masculine nouns of the first declension. You have been taught that there are five different declension systems in the first declension. Out of these five systems, three are feminine and two are masculine.

7.0 SUMMARY

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

- There are five different declension systems in the first declension.
- Out of these five systems, three are feminine and two are masculine.

7.0 TUTOR-MARKED ASSIGNMENT

Identify all the feminine nouns in the passage below and indicate which declension system they belong to:

Mark 10:5 ὁ δὲ Ἰησοῦς εἶπεν αὐτοῖς· πρὸς τὴν σκληροκαρδίαν ὑμῶν ἔγραψεν ὑμῖν τὴν ἐντολὴν ταύτην

Mark 10:6 ἀπὸ Δὲ Ἀρχῆς κτίσεως ἄρσεν καὶ θῆλυ ἐποίησεν αὐτούς·

Mark 10:7 ἕνεκεν τούτου καταλείψει ἄνθρωπος τὸν πατέρα αὐτοῦ καὶ τὴν μητέρα [καὶ Προσκολληθήσεται πρὸς τὴν γυναῖκα αὐτοῦ],

Mark 10:8 καὶ ἔσονται οἱ δύο εἰς σάρκα μίαν· ὥστε οὐκέτι εἰσὶν δύο ἀλλὰ μία σὰρξ.

Mark 10:9 ὁ οὖν ὁ θεὸς συνέζευξεν ἄνθρωπος μὴ χωριζέτω.

Mark 10:10 Καὶ Εἰς τὴν οἰκίαν πάλιν οἱ μαθηταὶ Περὶ Τούτου ἐπηρώτων αὐτόν.

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UNIT 2 SECOND DECLENSION NOUNS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content

3.1	Inflection
3.2	Masculine Nouns of Second Declension
3.3	Neuter Nouns of Second Declension
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Readings

1.0 INTRODUCTION

In the previous unit you have studied about the first declension nouns that have three declension systems of feminine nouns and two declension systems of the masculine nouns. You have seen the various declensions within the first declension. In this unit you will be going further to examine the second declension which has masculine and neuter nouns.

7.0 OBJECTIVES

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

- identify nouns of the second declension
- parse any noun of the second declension
- write out the various forms of the masculine noun of the second declension
- write out the various forms of the neuter noun of the second declension

3.0 MAIN CONTENT

3.1 Inflection

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

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

7.0 Declension of Masculine Nouns of Second Declension

To decline the masculine nouns of the second declension, the Greek word ἄνθρωπος shall be used:

Declension of ἄνθρωπος with the definite article

Cases	Singular Form	Meaning	Plural Form	Meaning
Nominative	ὁ ἄνθρωπος	the man	οἱ ἄνθρωποι	the men
Genitive	τοῦ ἀνθρώπου	of the man	τῶν ἀνθρώπων	of the men
Ablative	τοῦ ἀνθρώπου	from the man	τῶν ἀνθρώπων	from the men
Dative	τῷ ἀνθρώπῳ	to the man	τοῖς ἀνθρώποις	to the men
Locative	τῷ ἀνθρώπῳ	in the man	τοῖς ἀνθρώποις	in the men
Instrumental	τῷ ἀνθρώπῳ	by the man	τοῖς ἀνθρώποις	by the men
Accusative	τὸν ἄνθρωπον	the man	τούς ἀνθρώπους	the men
Vocative	ἄνθρωπε	man	ἄνθρωποι	men

7.0 Neuter Nouns of the Second Declension

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

Declension of δῶρον with the definite article

Cases	Singular Form	Meaning	Plural Form	Meaning
Nominative	τὸ δῶρον	the gift	τὰ δῶρα	the gifts
Genitive	τοῦ δώρου	of the gift	τῶν δώρων	of the gifts

Ablative	τοῦ δῶρου	from the gift	τῶν δώρων	from the gifts
Dative	τῷ δώρῳ	to the gift	τοῖς δώροις	to the gifts
Locative	τῷ δώρῳ	in the gift	τοῖς δώροις	in the gifts
Instrumental	τῷ δώρῳ	by the gift	τοῖς δώροις	by the gifts
Accusative	τὸ δῶρον	the gift	τὰ δῶρα	the gifts
Vocative	δῶρον	gift	δῶρα	gifts

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

4.0 CONCLUSION

In this unit, you have been taught the basis of inflection in the Greek nouns. You have also learnt the declensions of the masculine nouns of the second declension using ἄνθρωπος as an example. In this unit also you have studied the declension of neuter nouns of the second declension using δῶρον as an example. You would have also noted the differences between the declension of the masculine and the neuter nouns.

7.0 SUMMARY

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

- In the second declension, there are only masculine and neuter nouns.
- There is a slight difference between the declension of the masculine and neuter nouns.
- Inflection is the determination of the various elements of the noun: gender, number and case.

7.0 TUTOR-MARKED ASSIGNMENT

Identify all the masculine nouns in the passage below and indicate which declension system they belong to:

Mark 10:5 ὁ δὲ Ἰησοῦς εἶπεν αὐτοῖς· πρὸς τὴν σκληροκαρδίαν ὑμῶν ἔγραψεν ὑμῖν τὴν ἐντολὴν ταύτην

Mark 10:6 ἀπὸ Δὲ Ἀρχῆς κτίσεως ἄρσεν καὶ θῆλυ ἐποίησεν αὐτούς·

Mark 10:7 ἕνεκεν τούτου καταλείψει ἄνθρωπος τὸν πατέρα αὐτοῦ καὶ τὴν μητέρα [καὶ Προσκολληθήσεται πρὸς τὴν γυναῖκα αὐτοῦ],

Mark 10:8 καὶ Ἔσονται οἱ δύο εἰς σάρκα μίαν· ὥστε οὐκέτι εἰσὶν δύο ἀλλὰ Μία σὰρξ.

Mark 10:9 ὁ οὖν ὁ θεὸς συνέζευξεν ἄνθρωπος μὴ Χωριζέτω.

Mark 10:10 Καὶ Εἰς τὴν οἰκίαν πάλιν οἱ μαθηταὶ Περὶ Τούτου ἐπηρώτων αὐτόν.

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UNIT 3 THIRD DECLENSION NOUNS

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1.0 INTRODUCTION

In the previous two units we dealt with the first and second noun declensions and you have seen how they are declined. In these two previous units you have seen the declension systems of the three genders of Greek nouns, that is, the masculine, the feminine and the neuter. In this unit, we will move over to the nouns of the third declension. These include the nouns of the liquid, the mute and the syncopated stems. As you study these nouns of the third declension, compare their declension with the nouns of the first and the second declension.

7.0 OBJECTIVES

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

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

3.0 MAIN CONTENT

7.0 Analysis of the Third Declension

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

The Liquid Stem

The liquid stem nouns are the nouns ending in liquid consonants. They are mostly masculine nouns with a few feminine nouns. The two, that is the masculine and the feminine nouns would be declined as αἰῶν later. Theoretically, to decline liquid stems, you locate the stem of the noun and add the endings.

The Mute Stem

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

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

The Syncopated Stems

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

- The stem is found by changing the η to ε in the nominative singular. This is unusual for a third declension noun.
- The genitive and dative forms singular by dropping the ε of the stem and accent the ultima.

- The vocative singular is the simple stem of the noun and the accent is recessive.
- The stem vowel is accented in all plural forms.
- The plural dative drops the stem vowel and inserts a short alpha before the σι ending.
- This analysis is true of all syncopated nouns except ἀνὴρ (man) which is so irregular that it has to be omitted from this study. Its forms in the Greek New Testament are best learnt by observation.

3.2 Changes in the Third Declension

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

π, β or φ added to σι becomes ψι
κ, γ or χ added to σι becomes ξι
τ, δ or θ drops out leaving the σι
ν drops out leaving the σι

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

	Singular			Plural		
Case	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
Nom.	ς (or none)	ς (or none)	none	ες	ες	
Gen.	ος	ος	ος	ων	ων	ων
Dat.	ι (short)	ι (short)	ι (short)	σι (short)	σι (short)	σι (short)
Acc.	ς or α (short)	ν or α (short)	none	ας (short)	ας (short)	α (short)
Voc.	None	none	none	Not Applicable		

The following are paradigms for the declension:

Liquid Stem (using αἰών)

Case	Singular	Plural
Nominative	αἰών	αἰῶνες
Genitive (Ablative)	αἰῶνος	αἰώνων
Dative (Loc., Inst.)	αἰῶνι	αἰῶσι
Accusative	αἰῶνα	αἰῶνας
Vocative	αἰών	αἰῶνες

Mute Stem (using χάρις)

Case	Singular	Plural
Nominative	χάρις	χάριτες
Genitive (Ablative)	χάριτος	χαρίτων
Dative (Loc., Inst.)	χάριτι	χαρίσι
Accusative	χάριν	χάριτας
Vocative	χάρις	χάριτες

Mute Stem (using ἐλπίς)

Case	Singular	Plural
Nominative	ἐλπίς	ἐλπίδες
Genitive (Ablative)	ἐλπίδος	ἐλπίδων
Dative (Loc., Inst.)	ἐλπίδι	ἐλπίσι
Accusative	ἐλπίδα	ἐλπίδας
Vocative	ἐλπίς	ἐλπίδες

Mute Stem (using νύξ)

Case	Singular	Plural
Nominative	νύξ	νύκτες
Genitive (Ablative)	νυκτός	νυκτῶν
Dative (Loc., Inst.)	νυκτί	νυξί
Accusative	νύκτα	νύκτας
Vocative	νύξ	νύκτες

Syncopated Stem (using πατήρ)

Case	Singular	Plural
Nominative	πατήρ	πατέρες
Genitive (Ablative)	πατρός	πατέρων
Dative (Loc., Inst.)	πατρί	πατράσι
Accusative	πατέρα	πατέρας

Vocative	πάτερ	πατέρες
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7.0 The ι Stem Nouns

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

The ι Stem Nouns (using πίστις)

Case	Singular	Plural
Nominative	πίστις	πίστεις
Genitive (Ablative)	πίστεως	πίστεων
Dative (Loc., Inst.)	πίστει	πίστεσι
Accusative	πίστιν	πίστεις
Vocative	πίστι	πίστεις

The ι Stem Nouns (using δύναμις)

Case	Singular	Plural
Nominative	δύναμις	δυνάμεις
Genitive (Ablative)	δυνάμεως	δυνάμεων
Dative (Loc., Inst.)	δυνάμει	δυνάμεσι
Accusative	δύναμιν	δυνάμεις
Vocative	δύναμι	δυνάμεις

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

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

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

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

7.0 The ευ Stem Nouns

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

The ευ Stem Nouns (using ἱερεύς)

Case	Singular	Plural
Nominative	ἱερεύς	ἱερεῖς
Genitive (Ablative)	ἱερέως	ἱερέων
Dative (Loc., Inst.)	ἱερεῖ	ἱερεῦσι
Accusative	ἱερέα	ἱερεῖς
Vocative	ἱερεῦ	ἱερεῖς

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

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

7.0 The υ Stem Nouns

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

The υ Stem Nouns (using ἰχθύς)

Case	Singular	Plural
Nominative	ἰχθύς	ἰχθύες
Genitive (Ablative)	ἰχθύος	ἰχθύων
Dative (Loc., Inst.)	ἰχθύι	ἰχθύσι
Accusative	ἰχθύν	ἰχθύας or ἰχθυς
Vocative	ἰχθύ	ἰχθύες

4.0 CONCLUSION

In this unit, you have gone through the declension systems of the nouns classified as liquid stem nouns (those nouns ending in liquid stems which are mostly masculine nouns but with few feminine nouns); mute stem nouns (nouns ending in mute stems and are also masculine with few

feminine nouns); syncopated nouns (which is a mixture of masculine and feminine nouns) and the vowel stem nouns.

7.0 SUMMARY

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

- The liquid stem nouns are nouns that ended with a liquid consonant; they are mostly masculine nouns with few feminine nouns.
- The mute stem nouns are nouns that ended with mute consonants; they are mostly masculine nouns with few feminine nouns.
- The syncopated nouns are so called because of the shifting of the regular accents; they are mixture of masculine and feminine nouns.
- The other third declension nouns are nouns ending in vowel stems.

7.0 TUTOR-MARKED ASSIGNMENT

Identify all the nouns in the passage below and indicate which gender, declension, number and case system they belong to:

Mark 15:1 Καὶ Εὐθὺς πρῶτὶ συμβούλιον ποιήσαντες οἱ ἀρχιερεῖς μετὰ τῶν πρεσβυτέρων καὶ Γραμματέων καὶ ὅλον τὸ Συνέδριον, δῆσαντες τὸν Ἰησοῦν ἀπήνεγκαν καὶ Παρέδωκαν Πιλάτῳ.

Mark 15:2 Καὶ Ἐπηρώτησεν αὐτὸν ὁ Πιλάτος· σὺ εἶ ὁ βασιλεὺς τῶν Ἰουδαίων; ὁ δὲ Ἀποκριθεὶς αὐτῷ λέγει· σὺ Λέγεις.

Mark 15:3 καὶ Κατηγόρουν αὐτοῦ οἱ ἀρχιερεῖς πολλά.

Mark 15:4 ὁ δὲ Πιλάτος πάλιν ἐπηρώτα αὐτὸν λέγων· οὐκ ἀποκρίνη οὐδέν; ἴδε πόσα σου κατηγοροῦσιν.

Mark 15:5 ὁ δὲ Ἰησοῦς οὐκέτι οὐδὲν ἀπεκρίθη, ὥστε θαυμάζειν τὸν Πιλάτον.

7.0 REFERENCES/FURTHER READINGS

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UNIT 4 PERSONAL AND DEMONSTRATIVE PRONOUNS

CONTENTS

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1.0 INTRODUCTION

In the last unit you were taught the nouns of the third declension. You have been shown that these nouns consist of nouns that have their stem ending in liquid, mute and syncopated consonants. Also included in the third declension are nouns that have their stems ending in vowels. In this unit you would be introduced to the personal pronouns of the Greek Language and the demonstrative pronouns in the Greek language

7.0 OBJECTIVES

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

- decline the personal pronouns by person
- identify the use of personal pronouns in Greek language
- comment on the use of αὐτός in the nominative position
- determine the use of the alternate pronoun forms
- decline the demonstrative pronoun by number, case and gender

3.0 MAIN CONTENT

7.0 Declension of the Personal Pronoun

The first person personal pronoun is declined as follows:

Case	Singular		Plural	
	Pronoun	Meaning	Pronoun	Meaning
Nominative	ἐγώ	I	ἡμεῖς	we
Genitive	ἐμοῦ or μου	of me	ἡμῶν	of us

Dative	ἐμοί or μοι	to me	ἡμῖν	to us
Accusative	ἐμέ or με —	me	ἡμᾶς	-us

Note that the alternative forms μου, μοι and με are the un-emphatic forms of the personal pronoun and are enclitic. The other forms are used when emphasis is on the personal pronoun.

Declension of the Second Person Personal Pronoun

The second person personal pronoun is declined as follows:

	Singular		Plural	
Case	Pronoun	Meaning	Pronoun	Meaning
Nominative	σύ	you	ὑμεῖς	you
Genitive	σοῦ or σου	of you	ὑμῶν	of you
Dative	σοί or σοι	to you	ὑμῖν	to you
Accusative	σέ or σε	- you	ἡμᾶς	- you

Note that the alternative forms σου, σοι and σε are the un-emphatic forms of the personal pronoun and are enclitic. The other forms are used when emphasis is on the personal pronoun.

Declension of the Third Person Personal Pronoun

The third person personal pronoun is declined as follows:

Singular

	Masculine		Feminine		Neuter	
Case	Pronoun	Meaning	Pronoun	Meaning	Pronoun	Meaning
Nom.	αὐτός	he	αὕτη		αὐτό	it
Gen.	αὐτοῦ	of him	αὐτῆς	of her	αὐτοῦ	of it
Dat.	αὐτῷ	to him	αὐτῇ	to her	αὐτῷ	to it
Acc.	αὐτόν	-him	αὐτήν	-her	αὐτό	-it

Plural

	Masculine		Feminine		Neuter	
Case	Pronoun	Meaning	Pronoun	Meaning	Pronoun	Meaning
Nom.	αὐτοί	they	αὐταί	they	αὐτά	they
Gen.	αὐτῶν	them	αὐτῶν	them	αὐτῶν	them

Dat.	Αὐτοῖς	to them	αὐταῖς	to them	αὐτοῖς	to them
Acc.	Αὐτούς	- them	αὐτάς	- them	αὐτά	- them

7.0 The Use of Personal Pronouns in Greek

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

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

7.0 The Use of αὐτός

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

In the Attributive Position

When used in the attributive position (you may need to revise this position from the unit on adjectives), whether in the nominative case or not, αὐτός is translated “same”. Therefore, ὁ ἀπόστολος ὁ αὐτός or ὁ αὐτός ἀπόστολος will be translated “the same apostle”.

In the Predicative Position

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

The Use of the Alternate Pronoun Forms

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

7.0 Present Indicative of εἶμι

Singular		Plural	
εἰμί form	Meaning	εἰμί form	Meaning
εἰμί	I am	εσμέν	we are
εἶ	you are	εστέ	you are
ἐστί(ν)	he (she, it) is	εἰσί(ν)	they are

Note the following about the εἶμι verb:

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

7.0 The Functions of the Demonstrative Pronouns

There are two demonstrative pronouns in Greek language. We have the near demonstrative (οὗτος) which is used to point out something near at

hand. There is also the remote demonstrative (ἐκεῖνος) which is used to point out something further removed.

Demonstrative pronouns can be used by themselves with the force of a substantive. For example, οὗτος βλέπει τὸν οἶκον would be translated “this man sees the house”; ἐκεῖνος γινώσκει τὸν ἀπόστολον would be translated “that man knows the apostle”. Substantively, οὗτοι would mean “these men”; ἐκεῖνοι would mean “those men” and τοῦτο would mean “this thing”.

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

7.0 Declension of the Demonstrative Pronoun

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

	Singular			Plural		
Case	Mas.	Feminine	Neuter	Masculine	Feminine	Neuter
Nom.	ἐκεῖνος	ἐκείνη	ἐκεῖνο	ἐκεῖνοι	ἐκείναι	ἐκεῖνα
Gen.	ἐκείνου	ἐκείνης	ἐκείνου	ἐκείνων	ἐκείνων	ἐκείνων
Dat.	ἐκείνῳ	ἐκείνῃ	ἐκείνῳ	ἐκείνοις	ἐκείναις	ἐκείνοις
Acc.	ἐκεῖνον	ἐκείνην	ἐκεῖνο	ἐκείνους	ἐκείνας	ἐκεῖνα

In the case of οὗτος, the stem as well as the endings experiences some changes. You will be able to observe in the paradigm below that when the ultima has an ο—sound vowel, the stem will be ου diphthong but when the ultima has another sound (α or η), the stem vowel will be αυ diphthong.

	Singular			Plural		
Case	Mas.	Feminine	Neuter	Masculine	Feminine	Neuter

Nom.	Οὗτος	αὕτη	τοῦτο	οὗτοι	αὗται	ταῦτα
Gen.	τούτου	ταύτης	τούτου	τούτων	τούτων	τούτων
Dat.	τούτῳ	ταύτῃ	τούτῳ	τούτοις	ταύταις	τούτοις
Acc.	τούτον	ταύτην	τοῦτο	τούτους	ταύτας	ταῦτα

4.0 CONCLUSION

In this unit, you have studied about the personal pronouns as well as the demonstrative pronouns. You have learnt the declension of the personal pronoun by gender, case and number as well as their uses. You have learnt that the personal pronouns replace the nouns to avoid monotony. You have also learnt that they are not used in the nominative case except for the sake of emphasis as the subject of the sentence is usually taken care of by the verbal endings. You have also learnt that when αὐτός is used attributively, it is translated ‘same’ and when used predicatively, it is translated reflexively (myself, himself, herself, itself). There are two demonstrative pronouns and these can be used substantively or predicatively.

7.0 SUMMARY

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

- Personal pronouns replace nouns to avoid monotony.
- They are not used in the nominative case except for the sake of emphasis as the subject of the sentence is usually taken care of by the verbal endings.
- When αὐτός is used attributively, it is translated ‘same’ and when used predicatively, it is translated reflexively (myself, himself, herself, itself).
- There are two demonstrative pronouns and these can be used substantively or predicatively.

7.0 TUTOR-MARKED ASSIGNMENT

Identify all the pronouns used in this passage and indicate their number, case, gender and their antecedent.

Acts 9:1 Ὁ δὲ Σαῦλος ἔτι ἐμπνέων ἀπειλῆς καὶ Φόνου εἰς τοὺς μαθητὰς τοῦ κυρίου, προσελθὼν τῷ ἀρχιερεῖ

Acts 9:2 ἤτήσατο παρ' αὐτοῦ ἐπιστολὰς εἰς Δαμασκὸν πρὸς τὰς συναγωγάς, ὅπως ἐάν τινας εὕρῃ τῆς ὁδοῦ ὄντας, ἄνδρας τε καὶ Γυναικας, δεδεμένους ἀγάγῃ εἰς ἱερουσαλήμ.

Acts 9:3 ἔν δὲ Τῷ πορεύεσθαι ἐγένετο αὐτὸν ἐγγίξιν τῇ Δαμασκῷ, ἐξαίφνης τε αὐτὸν περιήστραψεν φῶς ἐκ τοῦ οὐρανοῦ

Acts 9:4 καὶ Πέτρων ἐπὶ τὴν γῆν ἤκουσεν φωνὴν λέγουσαν αὐτῷ· Σαούλ Σαούλ, τί με διώκεις;

Acts 9:5 εἶπεν δέ· τίς εἶ, κύριε; ὁ δέ· ἐγώ εἰμι Ἰησοῦς ὃν σὺ διώκεις·

7.0 REFERENCES/FURTHER READINGS

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MODULE 3

Unit 1: Participles

Unit 2:	The Perfect Indicative
Unit 3:	The Subjunctive Mood: Conditional Sentences
Unit 4:	The Imperative Mood
Unit 5:	Contract Verbs

UNIT 1: PARTICIPLES

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- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Understanding the Participle
 - 3.2 Present Participles
 - 3.3 Characteristics of Participles
 - 3.4 Functions of Participles
 - 3.5 Aorist Participles
 - 3.6 Kind and Time of Action in Aorist Participles
 - 3.7 Temporal Use of the Participle
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1.0 INTRODUCTION

In the last two modules you have gone through a review of the major nouns (including personal pronouns and demonstrative pronouns) and the verbs of the indicative mood that were studied in CTH053, the pre-requisite to this course, CTH058. You will begin this module with the study of Participles. Participles are the forms of verbs that are used to form complex tenses. In this study of participles, you will examine how participles are formed in the Greek language, how they are used as well as their characteristics.

7.0 OBJECTIVES

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

- Explain what participles are
- Discuss the characteristics of participles

- Discuss the functions of participles
- Write the participles in the present, middle and passive forms.

3.0 MAIN CONTENT

3.1 Understanding the Participle

The participle is a verbal adjective. In other words, it carries the qualities of the verb and the adjective. The present active participle is declined like a third declension mute stem noun in the masculine and neuter and like a first declension σ stem noun in the feminine. Below is the present active participle of λύω, which you must study carefully, noting the inflection and the accenting pattern. Following this pattern, you can form the present active participle of any regular verb.

7.0 Present Participles

Present Active Participle of λύω:

Singular

Case	Masculine	Feminine	Neuter
Nom. & Voc.	Λύων	λύουσα	λύον
Gen. & Abl.	Λύοντος	λύουσης	λύοντος
Dat. Loc. & Inst.	Λύοντι	λύουση	λύοντι
Accusative	λύοντα	λύουσιν	λύον
<i>Plural</i>			
Nom. & Voc.	Λύοντες	λύουσαι	λύοντα
Gen. & Abl.	Λυόντων	λυουσῶν	λυόντων
Dat. Loc. & Inst.	Λύουσι(ν)	λυούσαις	λύουσι(ν)
Accusative	λύοντας	λυούσας	λύοντα

It has to be noted that though the middle and passive forms of the present participle are identical they are different in functions. As you would notice below, this form is characterized by the use of the suffix $\mu\epsilon\nu$, which is added to the connecting vowel \omicron . the masculine and the neuter forms are declined like the masculine and neuter forms of the second declension and the feminine is declined like any η ending noun of the first declension. You need also to observe the accenting and the declension as shown below:

Present Middle and Passive Participle of λύω:

Singular

Case	Masculine	Feminine	Neuter
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Nom. & Voc.	Λυόμενος	λυομένη	λυόμενον
Gen. & Abl.	Λυομένου	λυομένης	λυομένου
Dat. Loc. & Inst.	Λυομένῳ	λυομένη	λυομένῳ
Accusative	λυόμενον	λυομένην	λυόμενον
Plural			
Nom. & Voc.	Λυόμενοι	λυόμεναι	λυόμενα
Gen. & Abl.	Λυομένων	λυομένων	λυομένων
Dat. Loc. & Inst.	Λυομένοις	λυομέναις	λυομένοις
Accusative	λυομένους	λυόμενα	λυόμενα

By adding the *όμενος, η, ον* endings to any regular verb, you will get the present middle and passive forms of the present participle. The deponent verbs (if you don't remember what these are, go back and read the unit on deponent verbs in the CTH053 course material) will also use this system form their present participle.

Present Participle of εἶμι:

Singular

Case	Masculine	Feminine	Neuter
Nom. & Voc.	ὢν	οὔσα	ὄν
Gen. & Abl.	ὄντος	οὔσης	όντος
Dat. Loc. & Inst.	όντι	οὔσῃ	όντι
Accusative	όντα	οὔσαν	όν
Plural			
Nom. & Voc.	όντες	οὔσαι	όντα
Gen. & Abl.	όντων	οὔσων	όντων
Dat. Loc. & Inst.	οὔσι ν	οὔσαις	οὔσι ν
Accusative	όντας	οὔσας	όντα

7.0 Characteristics of Participles

As you have been told earlier, the participle combines the characteristics of the verb and the adjective. As a verb, it has tense and voice, it may take an object and it may be used as an adverbial modifier. As an adjective, it has case, gender and number; it may be used substantively and it may also be used as an adjective modifier.

7.0 Functions of Participles

The verbal function of the participle has to be noted in relation with the voice (active, middle and passive) and the tense, which has to do with the kind of action. The present participle indicates continuous action while the aorist participle indicates punctiliar action. In all, only four Greek tenses, namely: present, aorist, future and perfect has participles. You have to note that the time of action in participles is indicated in the relationship of the action of the participle to the action of the main verb. Note the following:

The aorist participle indicates action that is antecedent to the action of the main verb. The present participle indicates action that is contemporaneous with the action of the main verb. The future participle indicates action which is subsequent to the action of the main verb. The perfect participle indicates action which has become a state of being. The following is an example of a present participle:

λέγων ταῦτα ὁ ἄνθρωπος βλέπει τὸν Κύριον which would be translated “while saying these things, the man sees the Lord”. Another example is: διδασκόμενος ὑπο τοῦ Κυρίου ὁ ἄνθρωπος λαμβάνει τὴν ἀλήθειαν which would be translated “while being taught by the Lord, the man receives the truth” or “as the man is being taught by the Lord, he receives the truth”.

The first of these examples, that is, λέγων ταῦτα ὁ ἄνθρωπος βλέπει τὸν Κύριον, illustrates the characteristics of a participle, the ability to carry a direct object. In the construction, ταῦτα is the accusative and this means that it is the direct object of the participle λέγων.

The Participle as an Adverbial Modifier

The following is an example of how the participle can be used as an adverbial modifier. ἐρχόμενοι ἐκήρυσσον τὸ εὐαγγέλιον which would be translated “as they were going they were preaching the gospel”. In this case, the participle modifies the verb and tells when they were preaching. As an adverbial modifier, the participle may tell when, how, why, on what condition, by what means, or under what circumstances an action took place. This function would be studied in greater details during the lesson on subordinate clauses.

The Adjectival Function of a Participle

As an adjective, the participle would have to agree with the noun it is modifying in gender, number and case. As an adjective, the participle can also be used substantively. For example, ὁ λύων would mean “the loosing man” or “the man who looses” or “he who looses”. Care has to be taken

when the participle is used in this way that the relative translation is followed so that the full significance of the construction is given. Check out the examples below:

Sentence	Translation
βλέπω τὸν λέγοντα ταῦτα	I see the one who is saying these things.
Ἔβλεψα τὸν λέγοντα ταῦτα	I saw the one who was saying these things.
Βλέπω τοὺς λέγοντας ταῦτα	I see the men who are saying these things or I saw those who are saying these things
βλέπω τὸν ἀδελφὸν τῆς λεγούσης ταῦτα	I see the brother of the woman who is saying these things.

In its function as an adjective, the participle may also be used as an adjectival modifier. In this construction, the participle is always in the attributive position with the noun and it is usually the longer of the two possible forms. For example, ὁ λέγων ἀπόστολος or ὁ ἀπόστολος ὁ λέγων would mean “the saying apostle” the second which is longer would be used in this case. This is the case in ὁ ἀπόστολος ὁ λέγων ταῦτα which would read “the apostle who is saying these things”.

This thus brings us to a very important issue in the function of 76lat h76ples. When the participle is in the attributive position, that is, it carries the article, it has to be given a relative translation as in “the one who”. However, when the participle is in the predicate position, that is, it does not carry the article, it is given a temporal translation as in “while” or “as”. This is seen in the examples below:

Ἔβλεψα τὸν ἀπόστολον λέγοντα ταῦτα would be translated “I saw the apostle while he was saying these things”.

Ἔβλεψα τὸν ἀπόστολον τὸν λέγοντα ταῦτα would be translated “I saw the apostle who was saying these things”.

7.0 Aorist Participles

The first aorist active participle of λύω is:

Singular

Case	Masculine	Feminine	Neuter
Nom. & Voc.	Λύσας	λύσαςα	λύσαν
Gen. & Abl.	Λύσαντος	λυσάσης	λύσαντος
Dat., Loc. & Inst	λύσαντι	λυσάση	λύσαντι
Accusative	λύσαντα	λύσαςαν	λύσαν

Plural

Case	Masculine	Feminine	Neuter
Nom. & Voc.	Λύσαντες	λύσαςαι	λύσαντα
Gen. & Abl.	Λυσάντων	λυσασῶν	λυσάντων
Dat., Loc. & Inst	λύσασιν(ν)	λυσάσαις	λύσασιν(ν)
Accusative	λύσαντας	λυσάσας	λύσαντα

The first aorist middle participle of λύω is:

Singular

Case	Masculine	Feminine	Neuter
Nom. & Voc.	Λυσάμενος	λυσάμενη	λυσάμενον
Gen. & Abl.	Λυσάμενου	λυσάμενης	λυσάμενου
Dat., Loc. & Inst	λυσάμένω	λυσάμενη	λυσάμένω
Accusative	λυσάμενον	λυσάμενην	λυσάμενον

Plural

Case	Masculine	Feminine	Neuter
Nom. & Voc.	Λυσάμενοι	λυσάμεναι	λυσάμενα
Gen. & Abl.	Λυσάμενων	λυσάμενων	λυσάμενων
Dat., Loc. & Inst	λυσάμενοις	λυσάμεναις	λυσάμενοις
Accusative	λυσάμενους	λυσάμενας	λυσάμενα

The second aorist active participle of λείπω is:

Singular

Case	Masculine	Feminine	Neuter
Nom. & Voc.	Λιπών	λιπούσα	λιπόν
Gen. & Abl.	Λιπόντος	λιπούσης	λιπόντος
Dat., Loc. & Inst	λιπόντι	λιπούση	λιπόντι
Accusative	λιπόντα	λιπούσαν	λιπόν

Plural

Case	Masculine	Feminine	Neuter
Nom. & Voc.	Λιπόντες	λιπούσαι	λιπόντα
Gen. & Abl.	Λιπόντων	λιπουσῶν	λιπόντων
Dat., Loc. & Inst	λιπούσι(ν)	λιπούσαις	λιπούσι(ν)
Accusative	λιπόντας	λιπούσας	λιπόντα

The second aorist middle participle of λείπω is:

Singular

Case	Masculine	Feminine	Neuter
Nom. & Voc.	Λιπόμενος	λιπομένη	λιπόμενον
Gen. & Abl.	Λιπομένου	λιπομένης	λιπομένου
Dat., Loc. & Inst	λιπομένῳ	λιπομένη	λιπομένῳ
Accusative	λιπόμενον	λιπομένην	λιπόμενον

Plural

Case	Masculine	Feminine	Neuter
Nom. & Voc.	Λιπόμενοι	λιπομέναι	λιπόμενα
Gen. & Abl.	Λιπομένων	λιπομένων	λιπομένων
Dat., Loc. & Inst	λιπομένοις	λιπομέναις	λιπομένοις
Accusative	λιπομένους	λιπομένας	λιπόμενα

As you would have noticed, the aorist participle is formed on the aorist stem but it did not carry any augment. The first aorist active participle has the σα– tense suffix added to the stem. After this, the participle is declined in masculine and neuter like a mute stem noun of the third declension and in the feminine like a σ stem noun of the first declension.

The first aorist middle consists of the aorist stem plus the middle participle suffix (μεν) plus the second declension endings in masculine and neuter and first declension endings in the feminine. This is to say that the first aorist middle participle is like the present middle participle except for the suffix σα– added to the stem.

The second aorist participle is built on the second aorist stem. It is declined exactly like the present participle except that in the second aorist active participle the accent is irregular. The accent is on the ultima in the nominative masculine singular and thereafter follows the noun rule. You can compare the accent in the above paradigm with the present participles.

7.0 Kind and Time of Action in Aorist Participles

The kind of action in the aorist as had been said earlier is punctiliar, that is, it is a finished action. The time of the action is antecedent to the action of the main verb. In verbs other than the indicative mood, the stress is on the kind of action. This is the reason behind the absence of the augment in participles, infinitives and subjunctives because it indicates the action in past time.

The use of the participle with or without the article is similar to that of the present participles. You can revise it again. In translating the present participles, good English expression should be used. For example, λύσας would be translated “having loosed” or “when he had loosed” or “after he had loosed” while ὁ λύσας would be translated “the one who loosed” or “he who loosed”. Note the following examples, especially the temporal or relative use and the relation of the action of the participle to that of the main verb:

Greek Sentence	English Translation
ὁ ἄνθρωπος εἰπὼν ταῦτα βλέπει τὸν Κύριον.	The man, having said these things, is seeing the Lord.
Εἰπὼν ταῦτα ἐξῆλθεν ἐκ τοῦ οἴκου.	Having said these things (After he had said/When he had said), he went out of the house.
Ὁ ἄνθρωπος ὁ εἰπὼν ταῦτα ἦλθεν εἰς τὸν οἶκον.	The man who had said these things went into the house.
Ὁ εἰπὼν ταῦτα ἦλθεν εἰς τὸν οἶκον.	The man who (He who) had said these things went into the house.

The aorist passive participle of λύω is:

Singular

Case	Masculine	Feminine	Neuter
Nom. & Voc.	λυθείς	λυθείσα	λυθέν
Gen. & Abl.	λυθέντος	λυθείσης	λυθέντος
Dat., Loc. & Inst	λυθέντι	λυθείσῃ	λυθέντι
Accusative	λυθέντα	λυθείσαν	λυθέν

Plural

Case	Masculine	Feminine	Neuter
Nom. & Voc.	λυθέντες	λυθείσαι	λυθέντα
Gen. & Abl.	λυθέντων	λυθεισῶν	λυθέντων
Dat., Loc. & Inst	λυθείσι	λυθείσαις	λυθείσι
Accusative	λυθέντας	λυθείσας	λυθέντα

As shown above, the aorist passive participle is formed following the example above. In doing this, the augment would be dropped and the corresponding endings would be added. Note however that it is only the first aorist that would have the θ as a tense suffix and not the second aorist.

The aorist passive participle is used like the other participles. The kind of action is punctiliar and the time of action is antecedent to that of the main verb. The voice however indicates that the subject receives the action. The participle may be translated in several ways:

Greek Sentence	English Translation
ὁ λυθείς ἄνθρωπος ἐξῆλθεν ἐκ τοῦ οἴκου.	“The man who was loosed went out of the house” or “The man who had been loosed went out of the house”.
Σωθεὶς δοξάσει τὸν Κύριον.	“Having been saved, he will praise the Lord” or “After he has been saved, he will praise the Lord”.

The use of the word in its context must determine the translation.

7.0 Temporal Use of the Participle (without the article)

Tense	Voice	Participle	Translation
Present	Active	λύων	Loosing; while loosing; as he was loosing
	Middle	λυόμενος	Loosing for himself; while loosing for himself; as he was loosing for himself
	Passive	λυόμενος	Being loosed; while being loosed; as he was being loosed
Aorist	Active	λύσας	Having loosed; after he had loosed; when he had loosed
	Middle	λυσάμενος	Having loosed for himself; after he had loosed for himself; when he

			had loosed for himself
	Passive	λυθείς	Having been loosed; when he was loosed; when he has been loosed; when he had been loosed; after he was loosed; after he has been loosed; after he had been loosed

7.0 Relative Use of the Participle

Tense	Voice	Participle	Translation
Present	Active	ὁ λύων	He who looses; the man who looses; the one who looses
	Middle	ὁ λυόμενος	He who looses for himself; the man who looses for himself; the one who looses for himself
	Passive	ὁ λυόμενος	He who is being loosed; the man who is being loosed; the one who is being loosed
Aorist	Active	ὁ λύσας	He who loosed; the man who loosed; the one who loosed (or has loosed/had loosed)
	Middle	ὁ λυσάμενος	He who loosed for himself; the man who loosed for himself; the one who loosed for himself (or has loosed/had loosed)

	Passive	ὁ λυθείς	He who was loosed; the man who was loosed; the one who was loosed (or has loosed/had loosed)
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7.0 The Genitive Absolute

The genitive absolute is found frequently in the Greek New Testament. It is a kind of construction which has a very loose connection with the main part of the sentence. It is usually composed by a participle and a noun (or pronoun) connected with it. When the subject of the main verb is different from the noun or pronoun used with the participle, then the noun and pronoun of the participle are put in the genitive case. Examine the two sentences below:

Greek Sentence	English Translation
Εἰπόντες ταῦτα οἱ ἀπόστολοι ἀπῆλθον.	Having said these things, the apostles went away.
Εἰπόντων ταῦτα τῶν μαθητῶν οἱ ἀπόστολοι ἀπῆλθον.	The disciples having said these things, the apostles went away.

You will note that in the first sentence, the subject of the sentence (apostle) has a direct connection with the participle; hence the subject is in the nominative case. In the second sentence, there is no direct connection between the participle and the subject of the sentence (apostles). That is, the ones doing the saying and the ones doing the going away are different group of people. The participle (having said) and its noun (the disciples) are therefore absolute; hence they are separated from the main part of the sentence and are in the genitive case.

4.0 CONCLUSION

In this unit, you have explored the participles. You have been told that the participles are verbal adjectives, that is, they behave like the verb and the adjective. As verbs, you have been told that participles have tense and voice, they can take the object and may be used as adjectival modifiers. As adjectives, participles have case, gender and number. You have also been shown the various examples of the use of participles in the attributive position (where it has a relative translation) and in the predicative (where it has a temporal translation). You have also been taught the genitive absolute

which is a frequent construction in the Greek New Testament and it is made up of a participle and a noun.

7.0 SUMMARY

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

- Participles are verbal adjectives, that is, they behave like the verb and the adjective.
- As verbs, you have been told that participles have tense and voice, they can take the object and may be used as adjectival modifiers.
- As adjectives, participles have case, gender and number.
- In the attributive position participles would take a relative translation.
- In the predicative position participles would take a temporal translation.
- The genitive absolute is a frequent construction in the Greek New Testament which is made up of a participle and a noun.

6.0 TUTOR-MARKED ASSIGNMENTS

Identify the participles in this passage and indicate whether they are present or aorist and the position in which they are used.

2 Corinthians 5:15 καὶ Ὑπὲρ πάντων ἀπέθανεν, ἵνα οἱ ζῶντες μηκέτι ἑαυτοῖς ζῶσιν ἀλλὰ Τῷ ὑπὲρ αὐτῶν ἀποθανόντι καὶ Ἐγερθέντι.

2 Corinthians 5:16 Ὡστε ἡμεῖς ἀπὸ Τοῦ νῦν οὐδένα οἶδαμεν κατὰ Σάρκα· εἰ καὶ Ἐγνώκαμεν κατὰ Σάρκα Χριστόν, ἀλλὰ Νῦν οὐκέτι γινώσκομεν.

2 Corinthians 5:17 ὥστε εἴ τις ἐν Χριστῷ, καινὴ Κτίσις· τὰ Ἀρχαῖα παρῆλθεν, ἰδοὺ Γέγονεν καινὰ·

2 Corinthians 5:18 τὰ Δὲ Πάντα ἐκ τοῦ θεοῦ τοῦ καταλλάξαντος ἡμᾶς ἑαυτῷ διὰ Χριστοῦ καὶ Δόντος ἡμῖν τὴν διακονίαν τῆς καταλλαγῆς,

2 Corinthians 5:19 ὥς ὅτι θεὸς ἦν ἐν Χριστῷ κόσμον καταλλάσσων ἑαυτῷ, μὴ Λογιζόμενος αὐτοῖς τὰ Παραπτώματα αὐτῶν καὶ Θέμενος ἐν ἡμῖν τὸν λόγον τῆς καταλλαγῆς.

2 Corinthians 5:20 Ὑπὲρ Χριστοῦ οὖν πρεσβεύομεν ὥς τοῦ θεοῦ παρακαλοῦντος δι' ἡμῶν· δεόμεθα ὑπὲρ Χριστοῦ, καταλλάγητε τῷ θεῷ.

7.0 REFERENCES/FURTHER READINGS

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UNIT 2: THE PERFECT INDICATIVE

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1.0 INTRODUCTION

In the earlier units, you have studied the present tense, the imperfect tense and the aorist tense. You have been told that the present tense concerns an ongoing action in the present; the imperfect is an ongoing action in the past time and the aorist concerns specific action in the past time which at times may have its result having a present effect. In this unit you would be focusing attention on the last of the Greek tenses, the perfect tense.

7.0 OBJECTIVES

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

- Identify any verb in the perfect tense
- List the characteristics of the perfect tense
- Write the perfect tense in any of the voices
- List the functions of the perfect tense

3.0 MAIN CONTENT

7.0 The Perfect Active Tense

The perfect active indicative of λύω is:

λέλυκα,	I have loosed	λελύκαμεν	we have loosed
λέλυκας,	you have loosed	λελύκατε	you (p) have loosed
λέλυκε(ν),	he has loosed	λελύκασαι/λέλυκαν	they have loosed

7.0 The Perfect Middle Indicative

The perfect middle indicative of λύω is:

λέλυμαι	I have loosed for myself	λελύμεθα	we have loosed for ourselves
λέλυσαι	you have loosed for yourself	λέλυσθε	you have loosed for yourselves
λέλυται	he has loosed for himself	λέλυνται	they have loosed for themselves

The perfect passive indicative of λύω is:

λέλυμαι	I have been loosed	λελύμεθα	we have been loosed
λέλυσαι	you have been loosed	λέλυσθε	you (p) have been loosed
λέλυται	he has been loosed	λέλυνται	they have been loosed

7.0 The Perfect Active Participle

The perfect active participle of λύω is:

Singular

Case	Masculine	Feminine	Neuter
Nom.	Λελυκώς	λελυκυῖα	λελυκός
Gen. and Abl.	Λελυκότος	λελυκυῖας	λελυκότος
Dat. Loc. & Inst.	Λελυκότι	λελυκυῖα	λελυκότι
Acc.	Λελυκότα	λελυκυῖαν	λελυκός

Plural

Case	Masculine	Feminine	Neuter
Nom.	Λελυκότες	λελυκυῖαι	λελυκότα
Gen. and Abl.	Λελυκότων	λελυκυῖων	λελυκότων

Dat. Loc. & Inst.	Λελυκόσι(ν)	λελυκυΐαις	λελυκόσι(ν)
Acc.	Λελυκότας	λελυκυΐας	λελυκότα

7.0 The Perfect Middle and Passive Participle

The perfect middle and passive participle of λύω is:

Singular

Case	Masculine	Feminine	Neuter
Nom.	Λελυμένος	λελυμένη	λελυμένον
Gen. and Abl.	Λελυμένου	λελυμένης	λελυμένου
Dat. Loc. & Inst.	Λελυμένῳ	λελυμένη	λελυμένῳ
Acc.	Λελυμένον	λελυμένην	λελυμένον

Plural

Case	Masculine	Feminine	Neuter
Nom.	Λελυμένοι	λελυμέναι	λελυμένα
Gen. and Abl.	Λελυμένων	λελυμένων	λελυμένων
Dat. Loc. & Inst.	Λελυμένοις	λελυμέναις	λελυμένοις
Acc.	Λελυμένους	λελυμένας	λελυμένα

7.0 The Perfect Infinitive

The perfect infinitives of λύω are:

Active	λελυκέναι	to have loosed
Middle	λελύσθαι	to have loosed for oneself
Passive	λελύσθαι	to have been loosed

7.0 Reduplication in the Perfect Tense

As you would have noticed in the above paradigms, the most striking characteristic of the perfect tense of the Greek language is the reduplication of the stem. The following are the ways by which the reduplication can take place:

- Under normal conditions, the initial consonant is doubled and an epsilon (ε) is inserted between the two. For example, the reduplicated stem for λύω is λελυ-; for γράφω it is γεγραφ- and for γίνωμαι, it is γεγον-. This is the most frequent form of reduplication.

- b. Verb stems beginning with φ, θ or χ are reduplicated with the smoother consonants π, τ, and κ respectively. For example, θνήσκω becomes τέθνηκα.
- c. As usual, verb stems beginning with a vowel lengthen the vowel to form the reduplication. For example, ἐλπίζω will become ἤλπικα.
- d. Verb stems beginning with two consonants sometimes reduplicate by prefixing an ε like an augment in the aorist. For example, the perfect of γινώσκω is ἔγνωνκα.

You have to note that the only safe way to learn the correct perfect form for a verb is to check the word in the lexicon. The perfect active stem is the fourth principal part in the lexicon.

7.0 Characteristics of the Perfect Tense

The major sign of the perfect tense is κ. it has to be noted however that there are some perfect tenses like γέγονα that did not have the κ. These ones are called second perfects. Note however that the use of the κ is the usual sign.

When a verb stem ends in a consonant, some changes would take place. For example, verb stems ending in τ, δ, or θ would drop the consonant before the κ of the perfect. These changes are also best learned by observation in the lexicon.

The perfect tense is a primary tense. However, because of the nature of its functions, it uses the secondary personal endings. The endings are the same as those of the first aorist except in the third personal plural form where –κασι is more frequent than –κον.

Examine the accent system in the paradigms above. You will discover that it is very irregular unlike the other tenses. The irregular accent is one of the most certain ways of identifying the perfect tense of a verb.

Finally, you also need to note that the perfect middle and passive forms employ no connecting vowel. The endings are added directly to the stem as in λέλυμαι, λελύσθαι and λελυμένος.

7.0 Functions of the Perfect Tense

As you have been told earlier, the Greek perfect tense has no corresponding tense in English language. Though you may have to translate with the English past tense, they however do not express the full force of the Greek

perfect tense. The perfect tense is the Greek tense of completed action with a resultant state of being. Three ideas are involved in this: an action in progress, its coming to a point of culmination and an existing completed result.

The Greek perfect is better seen in the passive voice than in the active voice. For example, γέγραπται can be translated “it has been written” but it is better translated “it is written”. In fact, “it is written” pictures an act in progress, the point of culmination and an existing completed result. This is the same sense in ἐγήγερται which means “he is risen”.

7.0 CONCLUSION

The perfect tense is easily identified with its reduplicated stem and the inserted ε. For example, the reduplicated stem for λύω is λελυ-; for γράφω it is γεγραφ- and for γίνωμαι, it is γεγον-. This is the most frequent form of reduplication. Verb stems beginning with φ, θ or χ are reduplicated with the smoother consonants π, τ, and κ respectively as in θνήσκω becomes τέθνηκα. Verb stems beginning with a vowel lengthen the vowel to form the reduplication. For example, ἐλπίζω will become ἤλπικα. Verb stems beginning with two consonants sometimes reduplicate by prefixing an ε like an augment in the aorist. For example, the perfect of γινώσκω is ἔγνωκα.

Remember that the Greek perfect tense has no corresponding tense in English language. The perfect tense is the Greek tense of completed action with a resultant state of being. Three ideas are involved in this: an action in progress, its coming to a point of culmination and an existing completed result.

7.0 SUMMARY

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

- The perfect tense is easily identified with its reduplicated stem and the inserted ε.
- The use of consonant κ is the major characteristic of the perfect tense.
- The Greek perfect tense has no corresponding tense in English language.
- The perfect tense is the Greek tense of completed action with a resultant state of being. Three ideas are involved in this: an action in

progress, its coming to a point of culmination and an existing completed result.

7.0 TUTOR-MARKED ASSIGNMENTS

Identify the perfect verbs in the passage below and explain their usages:

John 1:1 Ἐν ἀρχῇ ἦν ὁ λόγος, καὶ ὁ λόγος ἦν πρὸς τὸν θεόν, καὶ θεὸς ἦν ὁ λόγος.

John 1:2 οὗτος ἦν ἐν ἀρχῇ πρὸς τὸν θεόν.

John 1:3 πάντα δι' αὐτοῦ ἐγένετο, καὶ χωρὶς αὐτοῦ ἐγένετο οὐδὲ ἓν. ὃ γέγονεν

John 1:4 ἐν αὐτῷ ζωὴ ἦν, καὶ ἡ ζωὴ ἦν τὸ φῶς τῶν ἀνθρώπων.

John 1:5 καὶ τὸ φῶς ἐν τῇ σκοτίᾳ φαίνει, καὶ ἡ σκοτία αὐτὸ οὐ κατέλαβεν.

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UNIT 3: THE SUBJUNCTIVE MOOD: CONDITIONAL SENTENCES

CONTENTS

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1.0 INTRODUCTION

In the previous unit you have completed the study of the main verb that you have started since CTH053, namely, the indicative mood of the verb. Before you continue this study, you may have to revise all that you have studied under the indicative mood. From this unit; you would be introduced to other verbal moods. Remember that we have said that mood has to do with the relationship between the action of the verb and reality. In this unit we are beginning with the subjunctive mood.

7.0 OBJECTIVES

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

- Identify the subjunctive mood in all its usages.
- Write the subjunctive form of εἶμι.
- Write the subjunctive form of any other verb.
- Explain the functions of the subjunctive mood.
- Identify the four classes of conditional sentences.

3.0 MAIN CONTENT

7.0 Vocabulary Study

δικαιοσύνη, ἡ,	righteousness
εὐαγγελίζομαι	I preach the gospel
μαρτυρία, ἡ,	witness, testimony
οἰκία, ἡ,	house
παιδίον, τό,	child
εἰάν	(when used with the subjunctive) if
εἰ	(when used with the indicative) if
ἵνα	(when used with the subjunctive) in order that, that

3.2 The Subjunctive Mood

The subjunctive mood is used only in the present and the aorist tense in the New Testament Greek. However, there are few occurrences in the perfect tense. It is the most regular of all moods because it has the tense stem and the forms of the present subjunctive of εἶμι. You need to be informed that you will not be given any English translation of the forms that follows because it is difficult to translate the subjunctive mood outside its context. However in the discussions that follows, you will have many translations as its context would be discussed.

3.3 Forms of the Subjunctive Mood

The present subjunctive of εἶμι is:

ᾶ	ᾶμεν
ῆς	ῆτε
ῆ	ᾶσι(ν)

The present active subjunctive of λύω is:

λύω	λύωμεν
λύης	λύητε
λύη	λύωσι(ν)

The first aorist subjunctive of λύω is:

λύσω	λύσωμεν
λύσης	λύσητε
λύση	λύσωσι(ν)

The second aorist subjunctive of λείπω is λίπω:

λίπω	λίπωμεν
λίπησ	λίπητε
λίπη	λίπωσι(ν)

The present middle and passive subjunctive of λύω is:

λύωμαι	λυώμεθα
λύη	λύησθε
λύηται	λύωνται

The first aorist middle subjunctive of λύω is:

λύσωμαι	λυσώμεθα
λύση	λύσησθε
λύσηται	λύσωνται

The second aorist middle subjunctive of λείπω is:

λείπωμαι	λείπωμεθα
λείπη	λείπησθε
λείπηται	λείπησθε

The first aorist passive subjunctive of λύω is:

λυθῶ	λυθῶμεν
λυθῇ	λυθῇτε
λυθῇ	λυθῶσι(ν)

Please note that any second aorist passive would be written as above: the second aorist stem plus the endings. The following could be observed from the above forms of the subjunctive:

- A long connecting vowel, either ω or η replacing the short vowels ο/ε of the indicative mood.
- The subjunctive tenses have primary endings and there is no augment in the aorist. This is because the time of action is lost outside the indicative mood. It is the kind of action that is paramount.
- The irregular accent of the aorist passive is the result of the contraction of θε— with the long ω/η connection vowel.

7.0 The Subjunctive Mood of the Greek New Testament

As you have learnt in CTH053-Greek Grammar, mood has been defined as the affirmation of the relation of action to reality. Moods thus can be divided into two broad classes: the real and the potential. In New Testament Greek, there are four moods: the indicative, the subjunctive, the optative and the imperative. Of all these, it is only the indicative that expresses real action, the other three are used to express potential action. Let us illustrate this through the English language so that you can understand what is meant by the real and the potential action.

Indicative Mood: *The child runs.* This expresses action which is really taking place.

Subjunctive Mood: *If the child runs, he will escape.* This expresses an action that is not really taking place but is objectively possible. This is because the child has the ability to run. The subjunctive mood is the nearest to reality of all the potential moods.

Optative Mood: *Oh, that the child would run!* This expresses an action that is subjectively possible. It is one step further removed from reality than the subjunctive.

Imperative Mood: *Run, child.* This expresses an action that is volitionally possible. This means that the action will result from the exertion of the will of one to produce action on the part of another. It is the furthest removed from the real action of the indicative mood.

The time of action in the subjunctive is relative to that of the main verb. The kind of action finds its expression as linear in the present and punctiliar in the aorist. For example, ἐὰν λύω means “if I continue loosing” and ἐὰν λύσω would mean “if I loose just once”. Note the time relation in the following sentences:

Greek Sentence	English Translation
ἔρχομαι ἵνα εἰπῶ αὐτῷ	I come that I may speak to him
ἦλθον ἵνα εἰπῶ αὐτῷ	I came that I might speak to him
ἐλεύσομαι ἵνα εἰπῶ αὐτῷ	I shall come that I may speak to him

In the above sentences, the aorist subjunctive indicates a single act of speaking. In one, it is in the present time, in the second it is in the past time and in the last one it is in the future time.

7.0 Functions of the Subjunctive Mood

The Hortatory Function

The hortatory subjunctive is the use of the first person plural form of the verb to exhort other people to join in an action that is deemed beneficial to all. For example, ἔλθωμεν εἰς τὸν οἶκον would be translated “let us go into the house”. No other form of person or number is used for this function. It is used only in the first person plural exclusively.

The Prohibitive Function

The prohibitive subjunctive is the use of the second person aorist subjunctive to express a negative entreaty or command. For example, εἰς πειρασμὸν μὴ εἰσενέγκῃς ἡμᾶς which would be translated: “Lead us not into temptation. You need to note that the present subjunctive is never used for this form of prohibition; it has to be the aorist subjunctive. You also need to note that the use of the prohibitive subjunctive is used to forbid the commencement of an action (not the cessation of an action already in progress). In this case, the most literal translation of the sentence used as an example above is “don’t ever start to lead us into temptation”. Note that the prohibition of an action already in progress is done with the use of the present imperative and this would be looked at later under the imperative mood.

The Deliberative Function

The deliberative subjunctive is used to express a question which is either a mere rhetorical device expecting no answer at all or a real question which expects an answer in the imperative. For example, τί ἔιπω ὑμῖν; which would be translated “What shall I say to you?” This question may not have an answer at all and if it will have one it would either be “say this” or “say that”.

The Emphatic Negation

The subjunctive is used to express emphatic negation. In doing this, it employs the use of double negatives. As you have been taught earlier, οὐ and μή are the two words that are used as negatives. Thus, in this construction, the two would be used together. When this is used, it is a much stronger negation than the simple use of οὐ with the indicative mood. For example, οὐ μὴ ἐκφύγῳσιν would be translated “they shall by no means escape”.

Subjunctive of Purpose or Final Subjunctive

The subjunctive of purpose which is also called the final subjunctive is the use of the subordinate clause to express purpose. The main particle used in this kind of construction is ἵνα. For example, ἔρχομαι ἵνα εἴπω αὐτῷ would be translated “I come in order that I may speak to him”.

The Probable Future

The probable future condition is expressed by the subjunctive along with εἰ ὅτι. This would be discussed fully under the conditional sentences.

7.0 Conditional Sentences

In the Greek language there are various kinds of conditional statements but only four are outstanding in usage; and these are the ones that would be discussed here. They follow one another according to their degrees of certainty.

- The first class condition affirms the reality of the condition. This is expressed by the use of εἰ with the indicative mood in the protasis (that is, the if clause) and it will take any other mood or tense in the apodosis (that is, the main clause). For example, εἰ μαθηταί ἐσμεν τοῦ Κυρίου σωθησόμεθα would be translated “if we are disciples of the Lord, we shall be saved.” If you analyse this sentence carefully, you will discover that in the protasis (εἰ μαθηταί ἐσμεν) is in the indicative. This sentence is best translated “since we are the disciples of the Lord, we shall be saved”.
- The second class condition is the contrary to fact condition. In the English language, such contrary to fact statements are expressed in the subjunctive but in the Greek language it is expressed by the secondary tenses of the indicative mood. This construction is expressed by the use of εἰ with the indicative in the protasis and ἄν with the indicative in the apodosis. For example, εἰ ἦς ὧδε οὐκ ἄν ἀπέθανεν ὁ ἀδελφός μου would be translated “if you had been here, my brother would not have died”. The fact however is this: “you were not here and hence my brother died”.
- The third class condition is the probable future condition. This condition is expressed by εἰ ὅτι with the subjunctive in the protasis and any other form needed in the apodosis. It is used to express that which is not really taking place but will probably take place in the future. For example, τοῦτο ποιήσομεν εἰ ὅτι ἐπιτρέπῃ ὁ Θεός would be translated “this we will do if God permit”. It means that

though we are not doing it now, it is probable that we will do it on the condition that God permits us.

- The fourth class condition is the possible future condition. This construction is expressed by the use of εἰ with the optative mood in the protasis and ἄν with the optative mood in the apodosis. For your information, there is no full construction of this kind in the New Testament. In the following example, the words in the parenthesis are supplied so that you would see a complete construction. Ἀλλ' εἰ καὶ πάσχοιτε διὰ δικαιοσύνην, μακάριοι (ἄν εἴητε) would be translated "but even if you should suffer for righteousness' sake, you would be happy". This statement implies that you are not currently suffering for righteousness' sake but though it is possible, it is not probable that you will. This construction is used to express a condition that is not a reality in the present time but has a remote possibility of becoming a reality.

4.0 CONCLUSION

In this unit, you have studied the subjunctive mood. This mood is one of the moods that are used to express potential action, that is, an action that is not actually taking place but has the possibility of taking place. The subjunctive mood has six different functions. The hortatory subjunctive is used to exhort others to join in an action; the prohibitive subjunctive is used to forbid the beginning of an action; the deliberative subjunctive is used to express a rhetorical question or a question that demands an answer in the affirmative; the emphatic negation; the final subjunctive which is used to express purpose and probable future condition. After this, you have also studied about conditional sentences. You were introduced to four classes of conditional sentences.

7.0 SUMMARY

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

- This subjunctive mood is one of the moods that are used to express potential action, that is, an action that is not actually taking place but has the possibility of taking place.
- The hortatory subjunctive is used to exhort others to join in an action.
- The prohibitive subjunctive is used to forbid the beginning of an action.

- The deliberative subjunctive is used to express a rhetorical question or a question that demands an answer in the affirmative.
- The emphatic negation is used to express a very strong negation.
- The final subjunctive is used to express purpose and probable future condition. Conditional sentences are sentences that express conditions that are not real.

6.0 TUTOR-MARKED ASSIGNMENTS

Translate the following sentences to English

1. ἔάν εἴπωμεν ὅτι ἁμαρτίαν οὐκ ἔχομεν, ἡ ἀλήθεια οὐκ ἔστιν ἐν ἡμῖν.
2. εἰσῆλθομεν εἰς τὴν ἐκκλησίαν ἵνα ἀκούσωμεν τὸν λόγον τοῦ Θεοῦ τὸν κηρυσσόμενον.
3. εἰ αὕτη ἔστιν ἡ μαρτυρία τοῦ ἰδόντος τὸν Κύριον πιστεύω αὐτήν.
4. ἀκούω τὸν λόγον αὐτοῦ ἵνα γινώσκω τὸ θέλημα αὐτοῦ.
5. εὐαγγελιζώμεθα ἵνα τὰ τέκνα ἀκούσῃ καὶ πιστεύῃ.
6. ἔάν εἴπωμεν ὅτι κοινωνίαν ἔχομεν μετ' αὐτοῦ καὶ μένωμεν ἐν ἁμαρτίᾳ, ψευδόμεθα.
7. οἱ μὴ πιστεύοντες τὸ εὐαγγέλιον οὐ μὴ σωθῶσιν ἐν τῇ δυνάμει αὐτοῦ.
8. μένωμεν ἐν ἁμαρτίᾳ ἵνα ἡ δύναμις τῆς χάριτος τοῦ Θεοῦ βλέπηται;
9. εἰ ἐκήρυξας τὸ εὐαγγέλιον, οἱ ἄν ἁμαρτωλοὶ ἐπίστευσαν.
10. ἔάν εἰσέλθῃτε εἰς τὴν οἰκίαν τοῦ μαθητοῦ, διδάξει ὑμῖν τοὺς λόγους τῆς ζωῆς.
11. ὁ υἱὸς τοῦ ἀνθρώπου ἦλθεν ἵνα σώσῃ ἀνθρώπους ἀπὸ τῶν ἁμαρτιῶν αὐτῶν.
12. μὴ εἰσέλθῃς εἰς τοὺς οἴκους τῶν πονηρῶν.

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UNIT 4: THE IMPERATIVE MOOD

CONTENTS

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1.0 INTRODUCTION

In the previous unit you have studied about the subjunctive mood which is one of the moods that is used to express potential action. You have also read about the functions of subjunctive mood. At the later part of that unit, you also studied the formation of the four kinds of conditional sentences. In this unit, you will also study another of the mood used to express potential action and that is the imperative mood.

7.0 OBJECTIVES

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

- Write the imperative form of any verb that you have learnt before now
- Distinguish between the imperative mood in Greek and English languages
- Identify the functions of the imperative mood

3.0 MAIN CONTENT

7.0 Vocabulary Study

ἀγιάζω	I sanctify	πίνω	I drink
θέλω	I wish	σπείρω	I sow
οὐς, ὠτός, τό,	ear	ἄχρι, (with genitive)	until
πρίν	before		

3.2 The Imperative Mood

The imperative mood in the New Testament occurs only in the present and aorist tenses. You need to know also that the imperative mood is not available in the first person. Though in the English language the imperative mood occurs only in the second person, in the Greek language, it occurs in the second and third persons. As a result of this, in translation, where the imperative occurs in the third person, it is placed within the permissive idea, using the phrase “let him/her/it...” In the following sub-section, the various forms of the mainline imperative mood would be given.

7.0 Forms of the Imperative Mood

The present active imperative of λύω is:

2 nd Person	λύε	loose	λύετε	loose
3 rd Person	λύέτω	let him loose	λύέτωσαν	let them loose

The present middle and passive imperative of λύω is:

2 nd Person	λύον	λύεσθε
3 rd Person	λύέσθω	λύέσθωσαν

The first aorist active imperative of λύω is:

2 nd Person	λύσον	λύσατε
3 rd Person	λυσάτω	λυσάτωσαν

The first aorist middle imperative of λύω is:

2 nd Person	λύσαι	λύσασθε
3 rd Person	λυσάσθω	λυσάσθωσαν

The first aorist passive imperative of λύω is:

2 nd Person	λύθητι	λύθητε
3 rd Person	λυθήτω	λυθήτωσαν

The second aorist active imperative of λείπω is:

2 nd Person	λίπε	λίπετε
3 rd Person	λιπέτω	λιπέτωσαν

The second aorist passive imperative of ἀποστέλλω is:

2 nd Person	ἀποστάληθι	ἀποστάλητε
3 rd Person	ἀποσταλήτω	ἀποσταλήτωσαν

The present imperative of εἶμι is:

2 nd Person	ἴσθι	ἔστε
3 rd Person	ἔστω	ἔστωσαν

7.0 Functions of the Imperative Mood

As you have been told earlier, the imperative mood is one of the moods that are used to express potential action. In its own case, the imperative mood is used to express an action which is to be realized by the exercise of the will of one person upon that of another. For example, λῦε τὸν ἄνθρωπον would be translated “loose the man” and λυέτω τὸν ἄνθρωπον would be translated “let him loose the man”.

You need to know also that the time of action is insignificant in the imperative mood. In this case, the distinction between the present and the aorist tense would lie in the kind of action. The present imperative has to do with an action that is in progress while the aorist would be an action that has not yet come into existence. In this regard, the proper translation of λῦε τὸν ἄνθρωπον would be “continue losing the man” and λύσον τὸν ἄνθρωπον would be translated “start losing the man”. The following are the basic functions of the imperative mood:

Cohortative or Positive Function

The cohortative function is a positive command. To perform this function, the present or the aorist imperative may be used. An example is λῦε τὸν ἄνθρωπον which has been translated “continue losing the man”.

Prohibitive or Negative Function

This is used to give a negative command. To perform this function, only the present imperative is used along with the negative particle μή. This

construction is used purposely to prohibit the continuance of an action that is already in progress. For example, μὴ λῦε αὐτόν which would be translated “stop loosing him” and μὴ λέγετε ταῦτα which would also be translated “stop saying these things”. This is the opposite form of the aorist subjunctive that is used to prohibit the commencement of an action. This distinction is of tremendous syntactical significance.

Entreaty Function

This is the use of the imperative to express a request rather than a direct command. A good example is found in the prayer of Jesus of John 17:11, when he said: πάτερ ἅγιε, τήρησον αὐτοὺς ἐν τῷ ὀνόματί σου which have been translated “Holy Father, keep them in thy name.”

Permissive Function

This is the use of the third person imperative that is not available in the English construction. However, to interpret it, the English auxiliary verb ‘let’ would be introduced to make its meaning clear. For example, λυέτω τὸν ἄνθρωπον would be translated “let him continue loosing the man” and λυσάτω τὸν ἄνθρωπον which would also be translated “let him loose (or start loosing) the man”.

4.0 CONCLUSION

In this unit, you have studied the imperative mood. You have learnt that there is no first person in the imperative mood and that unlike the English language, which has the imperative only in the second person; the Greek language has the imperative in both the second and third persons. The imperative has four different functions: it can be used as positive command, as negative (prohibitive) command, as an entreaty and also for the permissive use. You have also been taught that in the imperative mood, the time of action is of no significance but the distinction between the present and the aorist is to be found in the kind of action.

7.0 SUMMARY

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

- The imperative mood appears only in the present and aorist tenses.

- Unlike the English language, which has the imperative only in the second person; the Greek language has the imperative in both the second and third persons.
- Cohortative command is used to give positive command
- Prohibitive command is used to give negative command and it prohibits the commencement of an action.
- The entreaty is a function that is used to express a request rather than a direct command.
- There is the permissive function that is used in the third person. In translation, the English ‘let’ is supplied to make the tense clear.

7.0 TUTOR-MARKED ASSIGNMENTS

Identify all the verbs of the imperative in the following passage and indicate all its elements:

Revelation 2:1 Τῷ ἀγγέλῳ τῆς ἐν ᾧ ἔφεσω ἐκκλησίας γράψον· Τάδε λέγει ὁ κρατῶν τοὺς ἑπτὰ Ἀστέρας ἐν τῇ δεξιᾷ αὐτοῦ, ὁ περιπατῶν ἐν μέσῳ τῶν ἑπτὰ Λυχνίων τῶν χρυσῶν·

Revelation 2:2 οἶδα τὰ Ἔργα σου καὶ τὸν κόπον καὶ τὴν ὑπομονήν σου καὶ ὅτι οὐ δύνη βαστάσαι κακοὺς, καὶ Ἐπείρασας τοὺς λέγοντας ἑαυτοὺς ἀποστόλους καὶ οὐκ εἰσὶν καὶ Εὗρες αὐτοὺς ψευδεῖς,

Revelation 2:3 καὶ Ὑπομονήν ἔχεις καὶ Ἐβάστασας διὰ τὸ ὄνομά μου καὶ οὐ κεκοπίακες.

Revelation 2:4 ἀλλὰ ἔχω κατὰ Σοῦ ὅ104λατ' ἡ ἀγάπην σου τὴν πρώτην ἀφ᾽ ἡμέρας.

Revelation 2:5 μνημόνευε οὖν πόθεν πέπτωκας καὶ Μετανόησον καὶ τὰ Πρώτα ἔργα ποιήσον· εἰ δὲ μή, ἔρχομαί σοι καὶ Κινήσω τὴν λυχνίαν σου ἐκ τοῦ τόπου αὐτῆς, ἔαν μὴ Μετανοήσης.

7.0 REFERENCES/FURTHER READINGS

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UNIT 5: CONTRACT VERBS

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1.0 INTRODUCTION

In the last two units, you have studied about two moods that are different from the indicative that you have learnt mostly in CTH053 and from the beginning of this course. In this unit, you will take a break and focus on another form of verbs that is called the contract verbs. Contract verbs are a special class of verbs as you would find out later in this unit and thus have a different ending from others. You need to take note of this class so that when you see them you would not mistake them for another word thus have difficulty in translating or interpreting them.

7.0 OBJECTIVES

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

- Identify contract verbs
- Explain the principles behind the contractions
- Identify the vowels that produced a certain spelling
- Parse any contract verb

3.0 MAIN CONTENT

7.0 Vocabulary Study

ἀγαπάω	I love (to put supreme value on)	παρακαλέω	I exhort, I comfort
δηλόω	I show	περιπατέω	I walk about
εὐλογέω	I bless	ποιέω	I do, I make
εὐχαριστέω	I give thanks	σταυρόω	I crucify
ζητέω	I seek	τηρέω	I keep
θεωρέω	I behold	τιμάω	I honour
καλέω	I call	λαλέω	I speak
φιλέω	I love (to have a warm personal affection for)		

3.2 The Contract Verbs

Contract verbs are a special class of ω verbs. These are the verbs ending in –αω, –οω and –εω. In the process of forming the paradigm however, the vowels ending the verbal stems, that is, α, ο, and ε would have to come in contact with the connecting vowel (usually ο and ε) thus bringing together two vowels or a vowel and a diphthong to form a single long vowel or diphthong. This contraction would take place in all forms of the present and imperfect tenses. This does not however take place in the aorist, future, pluperfect and future perfect passive tenses because of the tense sign consonants. These tenses are regular except for the lengthening of the stem vowel (α, ο, and ε) before σ, κ and other sibilants. The only exception to this rule is καλέω whose future form is καλέσω and not καλήσω.

7.0 The Chart for Regular Contractions

The chart below shows the regular contractions of the stem vowels (this is the vertical column) with the connecting vowel which is on the top line.

	Ε	η	ει	η	ο	ω	ου	οι
ε	ει	η	ει	η	ου	ω	ου	οι
α	α	α	α	α	ω	ω	ω	ω
ο	ου	ω	οι	οι	ου	ω	ου	οι

7.0 Principles for Contractions

As you study the following principles, ensure that you read along with the chart above so that you would understand the reasons for the contractions:

Vowel Contracting with Vowel

The first thing to learn here is that when two like vowels come together to form a contraction, they would result in the long vowel of their class. For example, $\alpha + \alpha = \alpha$ (long alpha) and $\varepsilon + \eta = \eta$. There are only two exceptions to this rule and these are: $\varepsilon + \varepsilon = \varepsilon\iota$ and $\omicron + \omicron = \omicron\upsilon$.

Secondly, when an \omicron sound vowel (\omicron or ω) comes in contact with the connecting vowels (α , ε , and η), no matter the position (whether in first or second position) it forms an ω . The exceptions to this rule are $\varepsilon + \omicron = \omicron\upsilon$ and $\omicron + \varepsilon = \omicron\upsilon$. Thirdly, when α - and ε - (or $-\eta$) contracts, the one which comes first overcomes the other and forms its long. For example, $\alpha + \varepsilon = \alpha$ and $\alpha + \eta = \alpha$ and $\varepsilon + \alpha = \eta$ and $\varepsilon + \eta = \eta$.

Vowel Contracting with Diphthong

Firstly, when a vowel comes in contact with a diphthong which begins with the same vowel, that vowel will disappear. For example, $\varepsilon + \varepsilon\iota = \varepsilon\iota$ and $\omicron + \omicron\upsilon = \omicron\upsilon$. Secondly, when a vowel comes in contact with a diphthong which does not begin with a similar vowel, it contracts with the diphthongs first vowel and the diphthong's second vowel disappears, unless it is an ι , which in its case will become a subscript. For example, $\alpha + \varepsilon\iota = \alpha\iota$; $\alpha + \omicron\upsilon = \omega$ and $\varepsilon + \omicron\upsilon = \omicron\upsilon$. The major exceptions to this rule are $\omicron + \varepsilon\iota = \omicron\iota$; $\omicron + \eta = \omicron\iota$ and $\varepsilon + \omicron\iota = \omicron\iota$. There are however two unusual exceptions to this rule. The present active infinitive of verbs ending in $-\alpha\omega$ has $\hat{\alpha}\nu$ (and not $-\hat{\alpha}\nu$) as its regular ending. The other is the present active infinitive of verbs ending in $-\omicron\omega$ which will have $-\omicron\upsilon\nu$ (and not $-\omicron\iota\nu$) as its regular ending.

3.5 Accenting in Contract Verbs

There are four things to note about accenting when it comes to the case of contract verbs:

- a. The accent on the uncontracted form will be recessive just as it will be in any other verb.
- b. If the accent is to fall on one of the vowels suffering contraction, the accent will fall on the vowel that the contraction results in. For example, $\tau\iota\mu\acute{\alpha}\omega$ will become $\tau\iota\mu\hat{\omega}$ but $\acute{\epsilon}\tau\iota\mu\alpha\omicron\nu$ will be $\acute{\epsilon}\tau\iota\mu\alpha\nu$.
- c. If the accent falls on the first of the two vowels, the resulting contracting form will have a circumflex as its accent. A good example is $\tau\iota\mu\hat{\omega}$ as seen in the example 'b' above.

- d. If the accent falls on the second of the two vowels, the resulting contracting form will have an acute accent. A good example is τιμᾰόμεθα which in its contracted form will become τιμόμεθα.

7.0 Forms of Contract Verbs

In showing the forms of the contracted verbs, you will have both the contracted and the uncontracted forms so that you will understand how the contracted form was got. Please, note that you will never see the uncontracted form in the Greek New Testament. They are just used here for the purpose of clarity and for your understanding.

Present Active Indicative of τιμάω

Uncontracted Form	Contracted Form	Uncontracted Form	Contracted Form
τιμάω	τιμῶ	τιμάομεν	τιμῶμεν
τιμάεις	τιμᾶς	τιμάετε	τιμᾶτε
τιμάει	τιμᾶ	τιμάουσι	τιμῶσι

Present Active Indicative of φιλέω

Uncontracted Form	Contracted Form	Uncontracted Form	Contracted Form
φιλέω	φιλῶ	φιλέομεν	φιλοῦμεν
φιλέεις	φιλεῖς	φιλέετε	φιλεῖτε
φιλέει	φιλεῖ	φιλέουσι	φιλοῦσι

Present Active Indicative of δηλόω

Uncontracted Form	Contracted Form	Uncontracted Form	Contracted Form
δηλόω	δηλῶ	δηλόομεν	δηλοῦμεν
δηλόεις	δηλοῖς	δηλόετε	δηλοῦτε
δηλόει	δηλοῖ	δηλόουσι	δηλοῦσι

7.0 Forms of Liquid Future Active Contract Verbs

Liquid verbs are the verbs that their stems ended in any of the following letters: λ, μ, ν and ρ. In forming their future active indicative verbs, they will drop the σ of the future and add an ε, and then form the regular contraction. Thus, the future active indicative of κρίνω is as follows:

Uncontracted Form	Contracted Form	Uncontracted Form	Contracted Form
κρίνω	κρινῶ	κρινσῶμεν	κρινούμεν
κρίνεις	κρινεῖς	κρινσῶτε	κρινούτε
κρίνει	κρινεῖ	κρινσώουσι	κρινούσι

4.0 CONCLUSION

In this unit you have learnt about the contract verbs. The contract verbs are the verbs whose stems ended in vowels and because they have to be joined with the endings of the various paradigms, the vowels that come into contact with one another would have to undergo contraction. You have been given the chart that would serve as a guide to the contractions and you have also been given the rules that would govern the accenting of contract verbs. You need to practice these forms with other contract verbs so that you will master them.

7.0 SUMMARY

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

- Contract verbs are a special class of ω verbs.
- These are the verbs ending in –αω, –οω and –εω.
- In the process of forming the paradigm however, the verbs α, ο, and ε would have to come in contact with the connecting vowel (usually ο and ε) thus bringing together two vowels or a vowel and a diphthong to form a single long vowel or diphthong.

7.0 TUTOR-MARKED ASSIGNMENTS

Identify all the contract verbs in the following passage and describe their elements:

Revelation 2:1 Τῷ ἀγγέλῳ τῆς ἐν ἑφέσῳ ἐκκλησίας γράψον· Τάδε λέγει ὁ κρατῶν τοὺς ἑπτὰ Ἀστέρας ἐν τῇ δεξιᾷ αὐτοῦ, ὁ περιπατῶν ἐν μέσῳ τῶν ἑπτὰ Λυχνίων τῶν χρυσῶν·

Revelation 2:2 οἶδα τὰ Ἔργα σου καὶ τὸν κόπον καὶ τὴν ὑπομονήν σου καὶ ὅτι οὐ δύνη βαστάσαι κακοὺς, καὶ Ἐπείρασας τοὺς λέγοντας ἑαυτοὺς ἀποστόλους καὶ οὐκ εἰσὶν καὶ Εὗρες αὐτοὺς ψευδεῖς,

Revelation 2:3 καὶ Ὑπομονὴν ἔχεις καὶ Ἐβάστασας διὰ Τὸ Ὄνομά μου καὶ Οὐ κεκοπίακες.

Revelation 2:4 ἀλλὰ ἔχω κατὰ Σοῦ ὅτι ἠλάτῃς ἀγάπην σου τὴν πρώτην ἀφῆκες.

Revelation 2:5 μνημόνευε οὖν πόθεν πέπτωκας καὶ Μετανόησον καὶ Τὰ Πρῶτα ἔργα ποιήσον· εἰ δὲ Μή, ἔρχομαί σοι καὶ Κινήσω τὴν λυχνίαν σου ἐκ τοῦ τόπου αὐτῆς, ἐὰν μὴ Μετανοήσης.

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MODULE 4

Unit 1:	Pronouns
Unit 2:	Adjectives
Unit 3:	Verbs of the –μι Conjugation
Unit 4:	The Article
Unit 5:	The Infinitive
Unit 6:	Syntactical Issues

UNIT 1: PRONOUNS

CONTENTS

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7.0 INTRODUCTION

In the last unit, you have studied a special class of verbs known as the contract verbs and also called the –εω verbs. You have been shown how contraction of vowels would result either in another vowel or in a diphthong and the principles that guides such contraction. In this unit however, we are going to study about pronouns again. You will remember that in module two above you have done a revision of personal and demonstrative pronouns. I will advise you to revise the unit on personal and demonstrative pronouns. In this unit however, you will be focusing on the other types of pronouns.

7.0 OBJECTIVES

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

- Identify relative pronouns
- Decline interrogative pronouns
- Explain the use of the indefinite pronoun
- Discuss the use of reciprocal pronouns
- Explain why possessive pronouns are also called possessive adjectives

3.0 MAIN CONTENT

7.0 The Relative Pronoun

The relative pronoun is that pronoun that is used to relate one substantive to another. Because it has to agree with its substantive in gender and number, it exists in the three gender forms and also in the singular and the plural. The following is the declension of the relative pronoun:

	Singular			Plural		
Case	Mas.	Feminine	Neuter	Masculine	Feminine	Neuter
Nom.	ὅς	ἥ	ὃ	οἱ	αἱ	ἃ
Gen/Abl	οὗ	ἥς	οὗ	ῶν	ῶν	ῶν
Dat/Loc/Ins	ὧ	ἥ	ὧ	οἷς	αἷς	οἷς
Accusative	ὃν	ἣν	ὃ	οὓς	ἃς	ἃ

It is however important for you to know that the case of the pronoun is determined by its function in the relative clause. Let us examine the following examples:

- a. ὁ ἄνθρωπος ὅς εἶδε τὸν Κύριον ἐστὶν νῦν ἀπόστολος.
b. ὁ ἄνθρωπος ὃν εἶδες ἐξῆλθεν ἐκ τῆς πόλεως.

In sentence a, which would be translated “the man who saw the Lord is now an apostle,” the relative pronoun is ὅς and it is in the nominative case because it functions along with its antecedent. In sentence b, which would be translated “the man whom you saw came out of the city,” the relative pronoun is ὃν and it is in the accusative case because of its function while its substantive is in the nominative case.

You also need to know that sometimes a relative pronoun is so closely related to its antecedent that it is attracted to the case of its antecedent, that is, it takes the case form of its antecedent even though it retains its own case function. An example is ὁ ὃν πίη ἐκ τοῦ ὕδατος οὗ ἐγὼ δώσω αὐτῷ which would be translated “whoever drinks of the water which I shall give him”. In this sentence, the relative pronoun οὗ is grammatically the direct object of δώσω and thus it would be expected to be in the accusative case. However, because it has been attracted to the case form of its antecedent, it took its case in the genitive. You also need to note that the above example is also representative of the use of relative pronoun as a conditional sentence. The relative pronouns ὅν or ἐάν are used with the subjunctive mood to express clauses which in English would be expressed by “whoever,” “whatever,” “whenever” and “wherever”. It usually gives the third class conditional sentence.

Finally, there are times when the antecedent of a relative pronoun is not given and thus the relative pronoun is used substantively. An example is ὅς οὐκ ἔστιν καθ’ ὑμῶν ὑπὲρ ὑμῶν ἔστιν, which would be translated “he who is not against you is for you.” Note that ὅς is translated ‘he’ because it is the masculine singular nominative of the relative pronoun. If ἥ had been used, it would have been translated ‘she’.

7.0 The Interrogative Pronoun

The interrogative pronouns are the pronouns that are used to introduce direct or indirect questions. These pronouns are also given according to gender, case and number.

	Singular			Plural		
Case	Mas.	Feminine	Neuter	Masculine	Feminine	Neuter
Nom.	τίς	τίς	τί	τίνες	τίνες	τίνα
Gen/Abl	τίνος	τίνος	τίνος	τίνων	τίνων	τίνων
Dat/Loc/Ins	τίνι	τίνι	τίνι	τίσι(ν)	τίσι(ν)	τίσι(ν)
Accusative	τίνα	τίνα	τί	τίνας	τίνας	τίνα

You should note in the above table that the interrogative pronoun form for both the masculine and feminine are identical. In this case, it means the context would decide which of the genders to use. The following are examples of such questions: τίς εἶ; which would be translated “who are you?” and τί λέγει; which would also be translated “what is he saying?”

7.0 The Indefinite Pronoun

The indefinite pronouns are pronouns that do not refer to a specific person or thing. In their form, they are identical with the interrogative pronouns except that they are enclitics. As enclitics, they would not be accented except the special rules for accenting enclitics apply. In order to avoid misunderstanding, the forms would be repeated below so that you can see the difference between the interrogative and the indefinite pronouns.

	Singular			Plural		
Case	Mas.	Feminine	Neuter	Masculine	Feminine	Neuter
Nom.	ΤΙς	τις	τι	τινες	τινες	τινα
Gen/Abl	τινος	τινος	τινος	τινων	τινων	τινων
Dat/Loc/Ins	τινι	τινι	τινι	τισι(ν)	τισι(ν)	τισι(ν)
Accusative	τινα	τινα	τι	τινας	τινας	τινα

These pronouns are usually translated as: “someone,” “somebody,” “something,” “a certain one” or “a certain thing”. Examples are: ἐὼν μή τις γεννηθῇ ἄνωθεν which would be translated “except somebody is born from above” and εἰς τὴν ἐκκλησίαν εἰσῆλθε τις “a certain man came into the church”.

7.0 The Indefinite Relative Pronoun

The indefinite relative pronoun is so called because it is a combination of the relative pronoun ὅς and the indefinite pronoun τις. In the New Testament it appears only in the nominative case but appeared both in the singular and the plural. The following are its forms:

Gender	Singular	Plural
Masculine	ὅστις	οἵτινες
Feminine	ἥτις	αἵτινες
Neuter	ὅτι	αἵτινα

By function, it is qualitative in nature and it is usually translated as ‘who’ though its meaning is far more than that. The expression “who is of such nature” is a better translation of the idea. A good example of this usage in the New Testament can be seen in Roman 1:25 which reads: οἵτινες μετήλλαξαν τὴν ἀλήθειαν τοῦ Θεοῦ ἐν τῷ ψεύδει which is translated “who were of such nature that they exchanged the truth of God for a lie”. You are hereby advised that when translating this word, look for the qualitative idea.

3.5 The Reciprocal Pronoun

The reciprocal pronoun is that pronoun that shows mutual relationship. It is a word or phrase representing two or more things that mutually correspond to one another. By function, it represents an interchange of action between the members of a plural subject. The reciprocal pronoun appeared in the New Testament only in three case forms and these are: ἀλλήλων, ἀλλήλοις and ἀλλήλους. Examples from the New Testament are: ἀγαπῶμεν ἀλλήλους which means “let us love one another” and ἐξεκαύθησαν ἐν τῇ ὀρέξει αὐτῶν εἰς ἀλλήλους which also would be translated “they burned in their lust for one another”.

7.0 The Reflexive Pronouns

The reflexive pronoun is that noun that describes an action taken by the subject in such a way that the action affects the subject. The function is to express the action of the subject upon itself. The forms are as follows:

First Person – Myself

	Singular		Plural	
Case	Masculine	Feminine	Masculine	Feminine
Gen./Abl.	Ἐμαυτοῦ	ἐμαυτῆς	ἐαυτῶν	ἐαυτῶν
Da/Lo/Ins	ἐμαυτῶ	ἐμαυτῇ	ἐαυτοῖς	ἐαυταῖς
Accusative	ἐμαυτόν	ἐμαυτήν	ἐαυτούς	ἐαυτάς

Second Person – Yourself

	Singular		Plural	
Case	Masculine	Feminine	Masculine	Feminine
Gen./Abl.	Σεαυτοῦ	σεαυτῆς	ἐαυτῶν	ἐαυτῶν
Da/Lo/Ins	σεαυτῶ	σεαυτῇ	ἐαυτοῖς	ἐαυταῖς
Accusative	σεαυτόν	σεαυτήν	ἐαυτούς	ἐαυτάς

Third Person-Himself, Herself, Itself

	Singular			Plural		
Case	Mas.	Fem.	Neuter	Mas.	Fem.	Neuter
Ge./Ab	ἐαυτοῦ	ἐαυτῆς	ἐαυτοῦ	ἐαυτῶν	ἐαυτῶν	ἐαυτῶν
D/L/I	ἐαυτῶ	ἐαυτῇ	ἐαυτῶ	ἐαυτοῖς	ἐαυταῖς	ἐαυτοῖς
Acc.	Ἐαυτόν	ἐαυτήν	ἐαυτό	ἐαυτούς	ἐαυτάς	ἐαυτά

If you are a keen observer, the first thing you will notice is the absence of the nominative case in the forms above. This is because the reflexive idea

can only be expressed in the oblique cases. The intensive myself, yourself and himself in the nominative has been taken care of by the use of the intensive αὐτός that you have learnt in CTH053. You can please go and revise that to refresh your memory. The second thing you would notice is that the plural forms are identical for the first, second and third persons. This is also because the old first and second persons have been dropped by the Greeks. An example of the use of the reflexive pronoun is: οὐ γὰρ ἑαυτοὺς κηρύσσομεν which would be translated “for we preach not ourselves” and λέγω ταῦτα περὶ ἑμαυτοῦ which would also be translated “I say these things concerning myself.”

7.0 The Possessive Pronouns

These pronouns are called possessive pronouns because they are used to designate ownership. They are also classified as possessive adjectives because they also agree in gender, number and case with the noun they modify. The following are the forms of the possessive pronoun:

First Person-my

	Singular			Plural		
Case	Mas.	Feminine	Neuter	Masculine	Feminine	Neuter
Nominative	ἐμός	—μή	ἐμόν	ἐμοί	ἐμαί	ἐμά
Gen./Abl.	ἐμοῦ	ἐμῆς	ἐμοῦ	ἐμῶν	ἐμῶν	ἐμῶν
Da/Lo/Ins	ἐμῶ	ἐμῇ	ἐμῶ	ἐμοῖς	ἐμαῖς	ἐμοῖς
Accusative	ἐμόν	ἐμήν	ἐμόν	ἐμούς	ἐμάς	ἐμά

Second Person-your

	Singular			Plural		
Case	Mas.	Feminine	Neuter	Masculine	Feminine	Neuter
Nominative	σός	σή	σόν	ἴδιος	ἰδία	ἴδιον
Gen./Abl.	σοῦ	σῆς	σοῦ	ἰδιῶν	ἰδιῶν	ἰδιῶν
Da/Lo/Ins	σοῶ	σῇ	σοῶ	ἰδίοις	ἰδίαῖς	ἰδίοις
Acc.	Σόν	σὴν	σόν	ἴδιον	ἰδιας	ἴδιον

Third Person-his, her its

	Singular			Plural		
Case	Mas.	Fem.	Neuter	Mas.	Fem.	Neuter
Nom.	ἡμέτερος	ἡμέτερα	ἡμέτερον	ὕμετερος	ὕμετερα	ὕμετερον
Gen./A	ἡμέτερου	ἡμέτερης	ἡμέτερου	ὕμετερων	ὕμετερων	ὕμετερων
D/L/I	ἡμέτερω	ἡμέτερῃ	ἡμέτερω	ὕμετέροις	ὕμέτεραις	ὕμέτεροις
Acc.	ἡμέτερον	ἡμέτερην	ἡμέτερον	ὕμέτερους	ὕμέτερας	ὕμέτερον

The following are examples of the usage of possessive pronouns:

Singular		Plural	
ὁ ἐμός οἶκος	my house	οἱ ἐμοὶ οἶκοι	my houses
ὁ σός οἶκος	your house	οἱ σοὶ οἶκοι	your houses
ὁ ἴδιος οἶκος	his house	οἱ ἴδιοι οἶκοι	his houses
ὁ ἡμέτερος οἶκος	our house	οἱ ἡμέτεροι οἶκοι	our houses
ὁ ὑμέτερος οἶκος	your house	ὁ ὑμέτερος οἶκοι	your houses

7.0 The Negative Pronouns

There are two types of negative pronouns: οὐδεῖς (which is usually used with the indicative mood) and μηδεῖς which is used with any other mood. The negative pronoun is formed through the combination of the numeral one (εἷς, μία and ἕς) and the negative particles hence it is really literally translated “no one”. The negative pronouns are declined thus:

Case	Mas.	Fem.	Neuter	Mas.	Fem.	Neuter
Nom.	Οὐδεῖς	οὐδεμία	οὐδέν	μηδεῖς	μηδεμία	μηδέν
Ge./Ab	οὐδενός	οὐδεμιᾶς	οὐδενός	μηδενός	μηδεμιᾶς	μηδενός
D/L/I	οὐδενί	οὐδεμιᾷ	οὐδενί	μηδενί	μηδεμιᾷ	μηδενί
Acc.	Οὐδένα	οὐδεμίαν	οὐδέν	μηδένα	μηδεμίαν	μηδέν

Examples of the use of the negative pronouns are: οὐδεῖς ἔρχεται πρὸς τὸν πατέρα εἰ μὴ δι’ ἐμοῦ which means “no one comes to the father if not through me” and μηδεῖς πλανᾷ ὑμᾶς which means “let no one deceive you.”

4.0 CONCLUSION

In this unit you have studied the other types of pronouns apart from the personal and demonstrative pronouns that have been studied in CTH215. You have been taught the forms of the relative pronoun, the interrogative pronoun, the indefinite pronoun, the indefinite-relative pronoun, the reciprocal pronoun, the reciprocal pronoun, the reflexive pronoun, the possessive pronoun and the negative pronouns.

7.0 SUMMARY

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

- The relative pronoun is used to relate one substantive to another and it has to agree with its antecedent in gender and number while its case is determined by its function.
- The interrogative pronouns are used to introduce direct or indirect questions.
- The indefinite pronouns are similar to interrogative pronouns except that they are enclitics.
- The indefinite relative pronoun combines the form of the relative and the indefinite pronoun and it is more qualitative in function.
- The reciprocal pronoun is used to represent an interchange of actions between members of a plural group.
- The reflexive pronoun expresses the action of the subject upon itself.
- The possessive pronouns are also called possessive adjectives because they must agree with the noun in gender, case and number.

6.0 TUTOR-MARKED ASSIGNMENTS

- Translate the following passage to English
- Identify all the pronouns in the passage and indicate their type

1 John 1:5 Καὶ Ἔστιν αὕτη ἡ ἀγγελία ἣν ἀκηκόαμεν ἀπ’ αὐτοῦ καὶ Ἀναγγέλλομεν ὑμῖν, ὅτι ὁ θεὸς φῶς ἐστὶν καὶ Σκοτία ἐν αὐτῷ οὐκ ἔστιν οὐδεμία.

1 John 1:6 ἔὰν εἴπωμεν ὅτι κοινωνίαν ἔχομεν μετ’ αὐτοῦ καὶ Ἐν τῷ σκοτεινῷ περιπατοῦμεν, ψευδόμεθα καὶ Οὐ ποιοῦμεν τὴν ἀλήθειαν.

1 John 1:7 ἔὰν δὲ Ἐν τῷ φωτὶ Περιπατοῦμεν ὥς αὐτός ἐστιν ἐν τῷ φωτὶ , κοινωνίαν ἔχομεν μετ’ ἀλλήλων καὶ Τὸ Αἷμα Ἰησοῦ τοῦ υἱοῦ αὐτοῦ καθαρίζει ἡμᾶς ἀπὸ Πάσης ἁμαρτίας.

1 John 1:8 ἔὰν εἴπωμεν ὅτι ἁμαρτίαν οὐκ ἔχομεν, ἑαυτοὺς πλανῶμεν καὶ Ἡ ἀλήθεια οὐκ ἔστιν ἐν ἡμῖν.

1 John 1:9 ἔὰν ὁμολογῶμεν τὰς ἁμαρτίας ἡμῶν, πιστός ἐστιν καὶ Δίκαιος, ἵνα ἀφῇ ἡμῖν τὰς ἁμαρτίας καὶ Καθαρίσῃ ἡμᾶς ἀπὸ Πάσης ἀδικίας.

1 John 1:10 ἔὰν εἴπωμεν ὅτι οὐχ ἡμαρτήκαμεν, ψεύστην ποιοῦμεν αὐτὸν καὶ Ὁ λόγος αὐτοῦ οὐκ ἔστιν ἐν ἡμῖν.

7.0 REFERENCES/FURTHER READINGS

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UNIT 2: ADJECTIVES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Vocabulary Study
 - 3.2 The Study of Adjectives
 - 3.3 The Functions of Adjectives
 - 3.4 Forms of Adjectives
 - 3.5 Comparison of Adjectives
 - 3.6 Adverbs
- 4.0 Conclusion
- 5.0 Summary
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1.0 INTRODUCTION

In the last module you have continued your study of Greek Syntax by going through the study of moods other than the indicative mood, namely, the subjunctive and the imperative mood. You have also studied the contract verbs and the pronouns other than the personal and the demonstrative pronouns. In this module you would be expected to study the few syntactical matters before going on to the practical aspect of this course. In this unit you would continue your study of the adjectives. You would remember that in CTH053 you have studied the adjectives of the first and second declension. This unit is a continuation of that unit. I will advise that you go back to that course material and revise what you have studied on the adjectives of the first and second declension.

7.0 OBJECTIVES

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

- Decline any adjective
- Differentiate between predicative and attributive usage of the adjective
- Draw the comparison of adjectives in Greek
- Discuss the formation of adverbs.

3.0 MAIN CONTENT

7.0 Vocabulary Study

ἀληθής, ἀληθές	true
μέγας, μεγάλη, μέγα	great
πάς, πάσα, πᾶν	every
πολύς, πολλή, πολύ	much, many

3.2 The Study of Adjectives

Adjectives are words describing nouns, that is, words that describe or qualify a noun or pronoun. In the earlier study of adjectives, you have studied adjectives that follow a regular pattern. In this unit, you would study the declension of an adjective in the first declension but which is feminine (πάς) and some others in the third declension.

7.0 The Functions of Adjectives

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

The Predicative Construction

In the predicative use, the adjective makes an assertion about the noun. The example here is: πᾶσα ἡ πόλις which would be translated “all the city”. Note that in this construction, it is the substantive noun that carries the definite article.

Attributive Use of Adjectives

When adjectives are used attributively, they attribute qualities to the noun modified. An example is ἡ πᾶσα πόλις which would be translated “the whole city”. Note that in this construction, the adjective carries the definite article.

The Substantive Construction

This usage occurs when the adjective is made to function as the noun. In such usages, the adjective would be placed in the nominative case without any other noun. For example, πᾶσα πόλις would mean “every city”.

In the Greek language, there are times when the adjective is placed in a predicate position along with a participle. An example is, πᾶς ὁ πιστεύων which would be translated “everyone who believes”.

7.0 Forms of Adjectives

Below is the declension of πᾶς. This declension however follows the third declension in the masculine and neuter and first declension in the feminine:

	Singular			Plural		
Case	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
Nom.	Πᾶς	πᾶσα	πᾶν	πάντες	πᾶσαι	πάντα
Gen./Abl.	Παντός	πάσης	παντός	πάντων	πάντων	πάντων
Da/Lo/Ins	παντί	πάσῃ	παντί	πᾶσι(ν)	πάσαις	πᾶσι(ν)
Accus	πάντα	πᾶσαν	πᾶν	πάντας	πάσας	πάντα

Below is the declension of μέγας and πολύς. These declensions however follow the second declension in masculine and neuter and the first declension in the feminine but have short forms:

The declension of μέγας, μεγάλη, μέγα

	Singular			Plural		
Case	Mas	Fem	Neuter	Mas	Fem	Neuter
Nom.	Μέγας	μεγάλη	μέγα	μεγάλοι	μεγάλαι	μεγάλοι
Gen/Ab	μεγάλου	μεγάλης	μεγάλου	μεγάλων	μεγάλων	μεγάλων
Da/Lo/I	μεγάλῳ	μεγάλῃ	μεγάλῳ	μεγάλοις	μεγάλαις	μεγάλοις
Accu	μέγαν	μεγάλην	μέγα	μεγάλους	μεγάλας	μεγάλους

The declension of πολύς, πολλή, πολύ

	Singular			Plural		
Case	Mas	Fem	Neuter	Mas	Fem	Neuter
Nom.	Πολύς	πολλή	πολύ	πολλοί	πολλαί	πολλά
Gen./Abl.	Πολλοῦ	πολλῆς	πολλοῦ	πολλῶν	πολλῶν	πολλῶν
Da/Lo/Ins	πολλῷ	πολλῇ	πολλῷ	πολλοῖς	πολλαῖς	πολλοῖς
Accusative	πολύν	πολλήν	πολύ	πολλούς	πολλάς	πολλά

The declension of ἀληθής, ἀληθές

	Singular			Plural		
Case	Mas	Fem	Neuter	Mas	Fem	Neuter
Nom.	Ἀληθής	ἀληθής	ἀληθές	ἀληθεῖς	ἀληθεῖς	ἀληθῆ
Gen./Abl.	Ἀληθοῦς	ἀληθοῦς	ἀληθοῦς	ἀληθῶν	ἀληθῶν	ἀληθῶν
Da/Lo/Ins	ἀληθεῖ	ἀληθεῖ	ἀληθεῖ	ἀληθέσι(ν)	ἀληθέσι(ν)	ἀληθέσι(ν)

Accusative	ἀληθῆ	ἀληθῆ	ἀληθές	ἀληθεῖς	ἀληθεῖς	ἀληθῆ
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Please note that in the above declension, the masculine and the feminine forms are perfectly similar while the neuter agrees with them in most instances. This tells you that you need to be very careful as the context will go a long way to tell you what to use at any particular point in time. You need to note too that the stem for ἀληθής is ἀληθες. Therefore, in most of the forms, the final ς is dropped and the stem vowel becomes ε which would now enter into contraction with the connecting vowel. This resulted in the unusual accenting as well as the seeming irregularity with other adjectives that has been declined above.

7.0 Comparison of Adjectives

In the adjectival degree of comparison, the Greek language also has three degrees as we have in the English language: the positive, the comparative and the superlative. When the adjective follows the regular declension, the following forms would be used: –τερος, –α and –ον in the comparative. Let us use ἰσχυρός as an example: in the comparative we would have, ἰσχυρότερος, ἰσχυρόα and ἰσχυρόν which would mean stronger in the masculine, feminine and neuter respectively. The superlative degree carries the ending –τατος, –η, –ον. Consequently, the superlative degree of ἰσχυρός would be ἰσχυρότατος, ἰσχυρόη and ἰσχυρόν respectively and it would be translated “strongest”. You need to note however that the superlative degree is rare in the New Testament as they are more or less expressed by the comparative forms.

What has been described above is the comparison of adjectives in the regularly declined adjectives. When the adjective is irregular, the stem of the word is usually changed. An example is μικρός (little) which has ἐλάσσω (less) in the comparative and ἐλάχιστος (least) in the superlative. As a result of this irregularity between the positive form and the comparative and the superlative forms, you are hereby advised to learn such as vocabularies on their own right.

3.6 Adverbs

In the Greek language, there is no systematic treatment for the adverbs. Some are formed from the genitive neuter plural adjective. In this case, the ν of the genitive neuter plural adjective would be substituted with ς. For example, the genitive plural of καλός is καλῶν; thus the adverb would be καλῶς and would be translated ‘well’. The formation of the other adverbs

is so diverse that they are better learnt as part of the vocabularies as they occur in your study of the Greek New Testament.

4.0 CONCLUSION

In this unit, you have learnt about the declension of the adjectives of the third declension as well as the other two declensions: the first and the second declensions. You have also been taught here that the adjective can also be used in the predicate position with a participle. You were also shown the declension of ἄληθεσ- that because of the dropping of its final sigma would lead to contraction of vowels and thus is unusually accented.

7.0 SUMMARY

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

- Adjectives are words describing nouns, that is, words that describe or qualify a noun or pronoun.
- Adjectives can be used predicatively, attributively, substantively and along with a participle in a predicate position.
- Comparative degree of the adjective is formed with the following endings: –τερος, –α and –ον.
- Superlative degree of the adjective is formed with the following endings: –τατος, –η, –ον.

7.0 TUTOR-MARKED ASSIGNMENTS

Identify all the adjectives in this passage and indicate their usage:

Revelation 5:1 Καὶ Εἶδον ἐπὶ Τὴν δεξιὰν τοῦ καθημένου ἐπὶ Τοῦ θρόνου βιβλίον γεγραμμένον ἔσωθεν καὶ Ὅπισθεν κατεσφραγισμένον σφραγῖσιν ἑπτὰ.

Revelation 5:2 καὶ Εἶδον ἄγγελον ἰσχυρὸν κηρύσσοντα ἐν φωνῇ μεγάλῃ· τίς ἄξιος ἀνοῖξαι τὸ Βιβλίον καὶ Λῦσαι τὰς σφραγίδας αὐτοῦ;

Revelation 5:3 καὶ Οὐδεὶς ἐδύνατο ἐν τῷ οὐρανῷ οὐδὲ Ἐπὶ Τῆς γῆς οὐδὲ Ὑποκάτω τῆς γῆς ἀνοῖξαι τὸ Βιβλίον οὔτε βλέπειν αὐτό.

Revelation 5:4 καὶ Ἐκκλαιον πολὺ, ὅτι οὐδεὶς ἄξιος εὐρέθη ἀνοῖξαι τὸ Βιβλίον οὔτε βλέπειν αὐτό.

Revelation 5:5 καὶ Εἷς ἐκ τῶν πρεσβυτέρων λέγει μοι· μὴ Κλαῖε, ἰδοὺ Ἐνίκησεν ὁ λέων ὁ ἐκ τῆς φυλῆς Ἰουδα, ἡ ῥίζα Δαυίδ, ἀνοῖξαι τὸ Βιβλίον καὶ Τὰς ἑπτὰ Σφραγίδας αὐτοῦ.

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UNIT 3: VERBS OF THE –μι CONJUGATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Vocabulary Study
 - 3.2 Introducing the –μι Verbs
 - 3.3 Characteristics of the –μι Verbs
 - 3.4 –μι Verbs in the Indicative Mood
 - 3.5 –μι Verbs in the Non-Indicative Mood
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments
- 7.0 References/Further Readings

1.0 INTRODUCTION

By the end of the last unit you have completed the study of the adjectives. This includes the adjectives of the first, second and third declensions. You have also been taught all the four functions of the adjective as against the three given in CTH053 and you are also shown that some adverbs are formed from the adjectives. In this unit however, you would be exposed to a new types of verbs. Up to this point in your study of the Greek language, you have studied only the same type of verbs because all the verbs you have studied to date are verbs that usually end in ω in the first person singular and also have connecting vowels for the other paradigms. These types of verbs are called thematic conjugation verbs because of the use of thematic vowels (also called connecting vowels). In this unit, you would now study the –μι conjugation verbs, that is, verbs that end in –μι.

7.0 OBJECTIVES

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

- Identify any –μι conjugation verb
- Explain the characteristics of the –μι conjugation verbs
- Identify the stem of any –μι conjugation verb
- Decline any –μι conjugation verb

3.0 MAIN CONTENT

7.0 Vocabulary Study

δίδωμι, δώσω, ἔδωκα, δέδωκα, δέδομαι, ἐδόθην	I give
ἵστημι, στήσω, ἕστησα (ἕστην), ἕστηκα, ἕσταμαι, ἐστάθην	I stand
τίθημι, θήσω, ἔθηκα, τέθεικα, τέθειμαι, ἐτέθην	I place, I put

3.2 Introducing the –μι Verbs

As you have been told earlier, the –μι conjugation verbs also called athematic conjugation verbs because they do not use thematic vowels in their formation are different kinds of verbs entirely. In the vocabulary study above you have been given three words that are –μι conjugation verbs. They are also written out in their full forms, that is, it included the present, the future, the first aorist, the perfect and the aorist passive forms.

7.0 Characteristics of the –μι Verbs

The main characteristic of the –μι conjugation verbs is that they have their stem reduplicated in the present tense. Secondly, for the vowel of the reduplication, they use ι and not and not the ε that is used prominently in the case of the perfect tenses.

In all there are four classes of this verb when classified according to their vowel stem. These are the ο-class, the α-class, the ε-class and the υ-class. Despite this variety however, they follow the same pattern and once you get the pattern for one you would be able to get the others.

7.0 –μι Verbs in the Indicative Mood

In the present tense, the stem of the verb reduplicates with ι. The active voice uses the long stem vowel ω in the singular and ο in the plural while the middle and the passive voice use the short stem ο throughout. In the imperfect, the stem reduplication stays and the active voice uses the long stem vowel ου in the singular and ο in the plural while the middle and the passive use the short stem vowel ο throughout. In the aorist tense, the verb usually changes form entirely and the form would also change in the middle voice and in the passive voice. This is shown in the paradigm below:

Per/No	Present	Imperfect	Future	Aorist	Perfect
1 st Sing	δίδωμι	ἔδιδουν	δώσω	ἔδωκα	δέδωκα

2 nd Sing	δίδω ^ς	ἑδίδου ^ς	δῶσαι ^ς	ἔδωκα ^ς	δέδωκα ^ς
3 rd Sing	δίδωσι (ν)	ἑδίδου	δῶσει	ἔδωκε(ν)	
1 st Plu	δίδομεν	ἑδίδομεν	δῶσομεν	ἔδωκαμεν	δέδωκαμεν
2 nd Plu	δίδοτε	ἑδίδοτε	δῶσετε	ἔδωκατε	δέδωκατε
3 rd Plu	διδόασι (ν)	ἑδίδοσαν	δῶσουσι (ν)	ἔδωκαν	δέδωκαν

Study the above paradigm very well so that you can become familiar with the various forms of the –mi conjugation verbs, at least in the indicative mood. Below you would be given the present form of ἵστημι and τίθημι:

Person	Singular		Plural	
1 st	ἵστημι	τίθημι	ἵσταμεν	τίθεμεν
2 nd	ἵστης	τίθης	ἵστατε	τίθετε
3 rd	ἵστησι(ν)	τίθησι(ν)	ἵστασι(ν)	τιθέασι(ν)

Self-Assessment Exercise

Draw up the imperfect, future, aorist and perfect form of ἵστημι and τίθημι.

7.0 –μι Verbs in the Non-Indicative Mood

In the other non-indicative moods, it is easier to identify the verbs of the –μι conjugation because they appear in a more regular way. Firstly, in the non-indicative moods, only two tenses, that is, the present and the aorist, are active. For example, in the present subjunctive mood, the stem reduplication as it occurred in the indicative mood stands and the long stem vowels are used throughout with the regular ω endings. In the aorist tense however, the active and middle voices would follow the second aorist and the passive would follow the first aorist. The active and the middle voices would use the long stem vowel and the passive would use the short stem. In all the conjugations there would be vowel contraction as the vowels ending the stem and beginning the endings would come together. Try to find these explanations in the paradigm below for δίδωμι:

The Subjunctive Mood for δίδωμι:

Person/Number	Present	Second Aorist
1 st Person-Singular	διδῶ	δῶ
2 nd Person-Singular	διδῶ ^ς	δῶ ^ς
3 rd Person-Singular	διδῶ	δῶ
1 st Person-Plural	διδῶμεν	δῶμεν

2 nd Person-Plural	διδῶτε	δῶτε
3 rd Person-Plural	διδῶσι(ν)	δῶσι(ν)

The Imperative Mood for δίδωμι:

Person/Number	Present	Second Aorist
2 nd Person-Singular	δίδου	δόϛ
3 rd Person-Singular	διδότω	δότω
2 nd Person-Plural	δίδοτε	δοτε
3 rd Person-Plural	διδότωσαν	δοτωσαν

The Infinitive for δίδωμι:

Voices	Present	Second Aorist
Active	διδόναι	δοῦναι
Middle	δίδοσθαι	δόσθαι
Passive	δίδοσθαι	δοθῆναι

4.0 CONCLUSION

In this unit you have been exposed to the –μι conjugation verbs otherwise known as the athematic verbs. You have been told that they are called athematic verbs because they don't use thematic vowels in their conjugation. You have also been taught that they are characterized mostly by the reduplication of their stem. You have also been shown the various conjugations of these verbs in both the indicative and the non-indicative moods.

7.0 SUMMARY

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

- –μι conjugation verbs, are verbs that end in –μι and they are also called athematic verbs because they do not make use of thematic vowels in their conjugation.
- The main characteristic of the –μι conjugation verbs is that they have their stem reduplicated in the present tense.
- For the vowel of the reduplication, they use ι and not and not the ε that is used prominently in the case of the perfect tenses.
- In all there are four classes of this verb when classified according to their vowel stem. These are the o-class, the a-class, the e-class and the u-class. Despite this variety however, they follow the same

pattern and once you get the pattern for one you would be able to get the others.

6.0 TUTOR-MARKED ASSIGNMENTS

Identify the verbs of the –μι conjugation in the passage below and indicate their elements:

1 John 2:7 ἁγαπητοί, οὐκ ἐντολὴν καινὴν γράφω ὑμῖν ἀλλ' ἐντολὴν παλαιὰν ἣν εἴχετε ἀπ' ἀρχῆς· ἡ ἐντολὴ ἥ παλαιά ἐστίν ὁ λόγος ὃν ἠκούσατε.

1 John 2:8 πάλιν ἐντολὴν καινὴν γράφω ὑμῖν, ὃ ἐστίν ἀληθὲς ἐν αὐτῷ καὶ Ἐν ὑμῖν, ὅτι ἡ σκοτία παράγεται καὶ Τὸ Φῶς τὸ Ἀληθινὸν ἤδη φαίνει.

1 John 2:9 Ὁ λέγων ἐν τῷ φωτὶ εἶναι καὶ τὸν ἀδελφὸν αὐτοῦ μισῶν ἐν τῇ σκοτίᾳ ἐστὶν ἕως ἄρτι.

1 John 2:10 ὁ ἁγαπῶν τὸν ἀδελφὸν αὐτοῦ ἐν τῷ φωτὶ μένει καὶ Σκάνδαλον ἐν αὐτῷ οὐκ ἔστιν·

1 John 2:11 ὁ δὲ μισῶν τὸν ἀδελφὸν αὐτοῦ ἐν τῇ σκοτίᾳ ἐστὶν καὶ Ἐν τῇ σκοτίᾳ περιπατεῖ καὶ Οὐκ οἶδεν ποῦ ὑπάγει, ὅτι ἡ σκοτία ἐτύφλωσεν τοὺς ὀφθαλμοὺς αὐτοῦ.

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UNIT 4: THE ARTICLE

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 - 3.2 The Article in Greek Language
 - 3.3 Ordinary Use of the Article
 - 3.4 Special Use of the Article
- 4.0 Conclusion
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1.0 INTRODUCTION

In CTH053 you have you have been introduced to the articles of the Greek language by gender, case and number. By way of summary to refresh your memory, the Greek language has no indefinite article and the definite articles are ὁ, ἡ and τό in the nominative singular. In that lesson you were given only one major function of the definite article, which is called the articular use. In this unit, you will continue the study of definite articles in the Greek language and go through all the uses of the article both ordinary and special.

7.0 OBJECTIVES

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

- Identify all articles by gender, case and number
- List the ordinary uses of the articles
- List the special uses of the articles

3.0 MAIN CONTENT

7.0 Vocabulary Study

ἀλαζονία, η,	vainglory	ἀφίημι	I forgive
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νεανίσκος, ὁ, a young man νικάω I overcome, conquer
βίος, ὁ, life* ἔγνων (perfect active of γινώσκω)
*Note: Compare βίος with ζωή and ψυχή in the lexicon and note the differences.

3.2 The Article in Greek Language

As you have been told, the basic function of the Greek article is to identify. However, you need to note a differentiation in this function. When the article is used with a substantive, the identity of the substantive is emphasized. For example, ὁ ἄνθρωπος meaning ‘the man’ refers to a particular man, thus giving a specific identity. This difference could be seen more graphically when the article is used with θεός. When ὁ θεός is written it refers to the divine Person and would be translated ‘God’. However, without the article θεός is used for the divine character or essence and would be translated “divine”. This is why terms such as ὀργή Θεοῦ was translated “divine wrath” and δικαιοσύνη Θεοῦ was also translated “divine righteousness” in the epistle to the Romans.

7.0 Ordinary Use of the Article

In this sub-section, we are going to list the ordinary functions of the article citing examples:

1. To point out particular objects as in ὁ ἄνθρωπος (the man) and ἡ βασιλεία (the kingdom).
2. Articles are used in the Greek language along with abstract nouns though this usage is not found in English language. Examples are ἡ ἀλήθεια (truth) and ἡ χάρις (grace).
3. Articles are used in the Greek language with proper nouns. This usage too is not found in English language. Examples are ὁ Πέτρος (Peter) and ὁ Ἰησοῦς (Jesus).
4. Articles are used in the Greek language with classes or groups of things. This usage is also not found in English language. Examples are: αἱ ἀλώπεκες (foxes) and τὰ πετεινά (birds).
5. Articles are used in the Greek language along with pronouns especially in the possessive pronouns. Examples are: ὁ σὸς οἶκος (your house) and ὁ ἰδιος οἶκος (his house).
6. Articles are used in the Greek language along with adverbs. An example is: ἀπὸ τοῦ νῦν, which literally means “from the now,” that is, “from the present moment” in polished English.

7. Articles are also used in the Greek language along with infinitives as in ἐν τῷ σπείρειν, which means “in the to sow,” that is, “while he was sowing” in polished English.
8. Finally, in the Greek language, articles are used along with prepositional phrases as in οἱ ἐν τῷ οἴκῳ which would literally read “the in the house ones,” that is, “the men who are in the house.”

7.0 Special Use of the Article

In this sub-unit we would be looking at the special use of the article in the Greek language.

The use of the article with the conjunction καί

In this case, there are two different usages:

1. Firstly, if the two nouns that are joined together by the conjunction have the definite article, it means that they refer to two different people or things. For example, ὁ ἀπόστολος καὶ ὁ μαθητής which means “the apostle and the disciple”. The use of the definite article for the two means that the apostle is a different person from the disciple.
2. Secondly, if the first of the two nouns has the definite article and the second noun does not, it means that the two nouns refer to the same person or thing. For example, ὁ ἀπόστολος καὶ μαθητής which means “the apostle and disciple”. This usage means that the person who is the apostle is also the one who is the disciple.

The use of the article with the conjunction μέν ...δέ

The definite article is also used with the conjunction μέν ...δέ and when this is done, it gives the force of an alternative pronoun. For example, οἱ μὲν ἦσαν σὺν τοῖς Ἰουδαίοις, οἱ δὲ σὺν τοῖς ἀποστόλοις would be translated “*Some* were with the Jews, but *others* were with the apostles”. Note that in this translation, it is the use of the definite article that turns the translation μέν ...δέ of to ‘some ... others’.

The use of the article with the force of a demonstrative pronoun

The definite article is sometimes used with a demonstrative pronoun so as to carry the force of a demonstrative. For example, οἱ οὖν ἡρώτων αὐτόν which is translated “*these*, therefore, were asking him.”

The use of the article with the force of a possessive pronoun

As you have been told earlier, the article can be used with the force of a possessive pronoun. For example, συνεπέμψαμεν μετ' αὐτοῦ τὸν ἀδελφόν which would be “we have sent him with his brother”. Remember that ‘his brother’ literally in Greek is ‘the brother of him’ and this is the force of the article in the possessive pronoun.

The use of the article with the force of a relative pronoun

The article can also be used with the force of a relative pronoun. For example, τοῦτο γάρ ἐστιν τὸ αἷμα μου τῆς διαθήκης τὸ περὶ πολλῶν ἐκχυννόμενον which would be translated “for this is my blood of the new covenant which is shed for many”. You need to take note of the definite article before περὶ. It functions as the force of a relative pronoun.

The use of the article with nouns joined by forms of εἰμί:

This can also take place in two instances:

1. If one of the two nouns joined by any form of εἰμί has the definite article, it has to be regarded as the subject of the sentences and the anarthrous (that is, the one without the definite article) one as the predicate. An example is: ὁ Θεὸς ἀγάπη ἐστιν which would be translated “God is love”. Thus in the sentence, ὁ Θεός, the noun carrying the definite article has been taken as the subject.
2. If both nouns have the definite article, they are interchangeable as to subject and predicate and you may need the context to determine which would be the subject and which would be the predicate. An example is ἡ δύναμις τῆς ἁμαρτίας ἐστὶν ὁ νόμος could be translated as “the power of sin is the law” as well as “the law is the power of sin”.

4.0 CONCLUSION

In this unit, you have continued the study of the use definite articles in the Greek language. You had a brief review of the functions of the definite article and we began with the study of the ordinary functions of the definite article which include usages with abstract nouns, pronouns, adverbs and

infinitives. You then continued with the study of the special use of the definite article which includes the use of the definite article with the conjunction καὶ and also with μὲν...δέ.

7.0 SUMMARY

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

- When the article is used with a substantive, the identity of the substantive is emphasized.
- Articles are used in the Greek language along with abstract nouns.
- Articles are used in the Greek language with proper nouns.
- Articles are used in the Greek language along with pronouns.
- If the two nouns that are joined together by the conjunction have the definite article, it means that they refer to two different people or things.
- If the first of the two nouns has the definite article and the second noun does not, it means that the two nouns refer to the same person or thing.
- The definite article is also used with the conjunction μὲν ...δέ and when this is done, it gives the force of an alternative pronoun.
- If one of the two nouns joined by any form of εἰμί has the definite article, it has to be regarded as the subject of the sentences and the anarthrous (that is, the one without the definite article) one as the predicate.
- If both nouns have the definite article, they are interchangeable as to subject and predicate and you may need the context to determine which would be the subject and which would be the predicate.

6.0 TUTOR-MARKED ASSIGNMENT

Translate the following passage:

1 John 2:12 Γράφω ὑμῖν, τεκνία, ὅτι ἀφέωνται ὑμῖν αἱ ἁμαρτίαι διὰ Τὸ Ὄνομα αὐτοῦ.

1 John 2:13 γράφω ὑμῖν, πατέρες, ὅτι ἐγνώκατε τὸν ἀπ' ἀρχῆς. γράφω ὑμῖν, νεανίσκοι, ὅτι νενικήκατε τὸν πονηρόν.

1 John 2:14 ἔγραψα ὑμῖν, παιδία, ὅτι ἐγνώκατε τὸν πατέρα. ἔγραψα ὑμῖν, πατέρες, ὅτι ἐγνώκατε τὸν ἀπ' ἀρχῆς. ἔγραψα ὑμῖν, νεανίσκοι, ὅτι ἰσχυροὶ ἐστε καὶ ὁ λόγος τοῦ θεοῦ ἐν ὑμῖν μένει καὶ Νενικήκατε τὸν πονηρόν.

1 John 2:15 Μὴ Ἀγαπᾶτε τὸν κόσμον μηδὲ τὰ Ἐν τῷ κόσμῳ. ἐάν τις ἀγαπᾷ τὸν κόσμον, οὐκ ἔστιν ἡ ἀγάπη τοῦ πατρὸς ἐν αὐτῷ.

1 John 2:16 ὅτι πᾶν τὸ Ἐν τῷ κόσμῳ, ἡ ἐπιθυμία τῆς σαρκὸς καὶ ἡ ἐπιθυμία τῶν ὀφθαλμῶν καὶ ἡ ἀλαζονεία τοῦ βίου, οὐκ ἔστιν ἐκ τοῦ πατρὸς ἀλλ' ἐκ τοῦ κόσμου ἐστίν.

1 John 2:17 καὶ Ὁ κόσμος παράγεται καὶ ἡ ἐπιθυμία αὐτοῦ, ὁ δὲ Ποιῶν τὸ θέλημα τοῦ θεοῦ μένει εἰς τὸν αἰῶνα.

Note:

In doing this exercise, please, do not use polished English so that you can avoid the temptation of copying from Scripture.

7.0 REFERENCES/FURTHER READINGS

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UNIT 5: THE INFINITIVE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Vocabulary Study
 - 3.2 The Forms of the Infinitive
 - 3.3 The Infinitive as a Verb
 - 3.4 The Infinitive as a Noun
- 4.0 Conclusion
- 5.0 Summary
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1.0 INTRODUCTION

In the previous unit, you have completed the study of the articles in the Greek language. You have seen most of the functions of the articles, both ordinary and special functions and the importance of the articles in the syntactical analysis. In this unit, which is going to be the last unit of this module, and also the last of all theoretical studies, you are going to study about the infinitives. Infinitives, as you have known, are verbal nouns, that is, they have both the characteristics of the verbs and also of the noun.

7.0 OBJECTIVES

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

- Identify any infinitive by sight
- List the characteristics of the infinitive as a noun
- List the characteristics of the infinitive as a verb
- Discuss the functions of the infinitive in Greek language

3.0 MAIN CONTENT

7.0 Vocabulary Study

ἀντίχριστος, ὁ
ἀρνέομαι

antichrist
I deny

ὁμολογέω I confess
φανερόω I make manifest

ἐπαγγέλλω I announce χρίσμα, -ατος, τό anointing
 ψεύδος, -ους, τό lie
 οἶδα, I know (this is the perfect tense of εἶδω, an already obsolete word; when this is used it carries the force of present tense)

7.0 The Forms of the Infinitive

Though you have learnt this in CTH053, you would be given some of the forms again by way of refreshing your memory. Below you would see the forms of the infinitive in the present, the first aorist, the second aorist and the perfect tenses. The word to be used is the usual one, that is, λύω:

Present Tense of λύω:

Tense/Voice	Form of Infinitive	Translation
Present Active	λύειν	to loose
Present Middle	λύεσθαι	to loose for oneself
Present Passive	λύεσθαι	to be loosed

First Aorist Tense of λύω:

Tense/Voice	Form of Infinitive	Translation
First Aorist Active	λύσαι	to loose
First Aorist Middle	λύσασθαι	to loose for oneself
First Aorist Passive	λυθῆναι	to be loosed

Perfect Tense of λύω:

Tense/Voice	Form of Infinitive	Translation
Perfect Active	λελυκέναι	to have loosed
Perfect Middle	λελύσθαι	to have loosed for oneself
Perfect Passive	λελύσθαι	to have been loosed

Second Aorist Tense of λιπῶ:

Tense/Voice	Form of Infinitive	Translation
Second Aorist Active	λιπεῖν	to leave
Second Aorist Middle	λιπέσθαι	to leave for oneself
Second Aorist Passive	λιπέσθαι	to have been left

NB: The second aorist has to use another word because there is no second aorist form for λύω.

7.0 The Infinitive as a Verb

As a verb, the infinitive has voice and tense. As a verb also, the infinitive may also take an object and it may be modified by adverbs. The following are the verbal functions of the infinitive:

To express the purpose of the main verb:

One of the functions of the main is to let the purpose of the main verb be explicit. For example, μὴ νομίσητε ὅτι ἦλθον καταλῦσαι τὸν νόμον which means “do not conclude that I have come to destroy the law”.

To express the result of the main verb:

Though the expression of result may be easily confused, in the Greek language the two are treated differently. The common way of doing this is to use the clause introduced by ὥστε. In this case, ὥστε would be followed by an infinitive and not the finite verb which would be natural. An example is: ἐγένετο ὡσεὶ νεκρός, ὥστε τοὺς πολλοὺς λέγειν ὅτι ἀπέθανεν which would be translated “he became as a dead man so that many said that he died.” The clause ὥστε τοὺς πολλοὺς λέγειν ὅτι ἀπέθανεν is the result clause introduced by ὥστε.

To express temporal ideas:

There are three usages under this function:

1. ‘Before’ is expressed by the use of the infinitive and πρὶν or πρὶν ἢ as in Κύριε, κατέβηθι πρὶν ἀποθανεῖν τὸ παιδίον μου which would be translated “Lord, come down before my child dies”. Note however that this same function can be expressed by πρὸ τοῦ and the infinitive.
2. ‘While’ is expressed by the use of the infinitive and ἐν τῷ as in ἐθαύμασον ἐν τῷ χρονίζειν ἐν τῷ ναῷ αὐτόν which would be translated “they were wondering while he was tarrying in the temple.”
3. ‘After’ is expressed by the use of the infinitive and μετὰ τό as in παρέστησεν ἑαυτὸν ζῶντα μετὰ τὸ παθεῖν αὐτόν which would be translated “he showed himself alive after his suffering.”

To express cause:

In order to express cause, the infinitive would be used with διὰ τό as in οὐκ ἔχετε διὰ τὸ μὴ αἰτεῖσθαι ὑμᾶς which would be translated “you have not because you ask not.”

7.0 The Infinitive as a Noun

As a noun, the infinitive originally has an inflection which has been lost. However, because of its noun quality, the infinitive can be used in any way the noun can be used.

The Infinitive as the Subject of a Finite Verb

As had been said earlier, because the infinitive has the characteristics of a noun, it can be used as a substantive, that is, the subject of a sentence or clause. An example is, οὐχ ὑμῶν ἐστὶν γινῶναι χρόνους ἢ καιρούς which would be translated “To know times and seasons is not yours”. Please note that in this usage at times, the definite article can precede the infinitive as in τὸ ἐσθίειν ἐστὶν ἀγαθόν which would be translated “to eat is good”. Note the definite article in front of ἐσθίειν.

The Infinitive as the Object of a Verb

Also a noun, the infinitive can also serve as the direct object of a verb as in ὁ Ἰησοῦς ἤρξατο ποιεῖν καὶ διδάσκειν which would be translated “Jesus began to do and to teach”. The infinitive can also serve as the indirect object as in ἔχω σοί τι εἰπεῖν which would be translated “I have something to say to you”. In this sentence, ‘something’ is the direct object and ‘to you’ is the indirect object.

The Infinitive as a Modifier

The New Testament abounds with examples of the infinitives that are used as modifiers. An example is ἦλθεν ὁ καιρὸς τῶν νεκρῶν κριθῆναι which would be translated “the time of the dead to be judged has come”. In this instance, the infinitive modifies a noun but it could as well modify an adjective.

4.0 CONCLUSION

In this unit you have studied extensively about the functions of the infinitive. You have seen its characteristics as a noun and as a verb as well as its functions as a noun and as a verb. You have been taught also the various forms of the infinitive in the available tenses and voices.

7.0 SUMMARY

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

- As a verb, the infinitive has voice and tense.
- As a verb, the infinitive is used to express the purpose of the verb, to express the result of the main verb, to express temporal ideas and to express the cause of the infinitive.
- As a noun, the infinitive originally has inflection and so it functions as a substantive, as an object (both direct and indirect) and as a modifier.

6.0 TUTOR-MARKED ASSIGNMENT

Translate the following passage:

1 John 2:18 Παιδιά, ἐσχάτη ὥρα ἐστίν, καὶ Καθὼς ἠκούσατε ὅτι ἀντίχριστος ἔρχεται, καὶ Νῦν ἀντίχριστοι πολλοὶ Γεγόνασιν, ὅθεν γινώσκομεν ὅτι ἐσχάτη ὥρα ἐστίν.

1 John 2:19 ἐξ ἡμῶν ἐξηλθαν ἀλλ' οὐκ ἦσαν ἐξ ἡμῶν· εἰ γὰρ ἐξ ἡμῶν ἦσαν, μεμνήκεισαν αὐτὸν μεθ' ἡμῶν· ἀλλ' ἵνα φανερωθῶσιν ὅτι οὐκ εἰσὶν πάντες ἐξ ἡμῶν.

1 John 2:20 καὶ Ὑμεῖς χρίσμα ἔχετε ἀπὸ τοῦ ἁγίου καὶ οἴδατε πάντες.

1 John 2:21 οὐκ ἔγραψα ὑμῖν ὅτι οὐκ οἴδατε τὴν ἀλήθειαν ἀλλ' ὅτι οἴδατε αὐτὴν καὶ ὅτι πᾶν ψεῦδος ἐκ τῆς ἀληθείας οὐκ ἔστιν.

1 John 2:22 Τίς ἐστὶν ὁ ψεύστης εἰ μὴ ὁ ἀρνούμενος ὅτι ἰησοῦς οὐκ ἔστιν ὁ Χριστός; οὗτός ἐστιν ὁ ἀντίχριστος, ὁ ἀρνούμενος τὸν πατέρα καὶ τὸν υἱόν.

1 John 2:23 πᾶς ὁ ἀρνούμενος τὸν υἱὸν οὐδὲ τὸν πατέρα ἔχει, ὁ ὁμολογῶν τὸν υἱὸν καὶ τὸν πατέρα ἔχει.

1 John 2:24 ὑμεῖς ὃ ἠκούσατε ἀπ’ ἀρχῆς, ἐν ὑμῖν μενέτω. ἐὰν ἐν ὑμῖν μείνη ὃ ἀπ’ ἀρχῆς ἠκούσατε, καὶ Ὑμεῖς ἐν τῷ υἱῷ καὶ Ἐν τῷ πατρὶ Μενεῖτε.

1 John 2:25 καὶ Αὕτη ἐστὶν ἡ ἐπαγγελία ἣν αὐτὸς ἐπηγγείλατο ἡμῖν, τὴν ζωὴν τὴν αἰώνιον.

1 John 2:26 Ταῦτα ἔγραψα ὑμῖν περὶ τῶν πλανώντων ὑμᾶς.

1 John 2:27 καὶ Ὑμεῖς τὸ Χρῖσμα ὃ ἐλάβετε ἀπ’ αὐτοῦ, μένει ἐν ὑμῖν καὶ οὐ χρειάν ἔχετε ἵνα τις διδάσκη ὑμᾶς, ἀλλ’ ὥς τὸ Αὐτοῦ χρῖσμα διδάσκει ὑμᾶς περὶ πάντων καὶ ἀληθές ἐστὶν καὶ οὐκ ἔστιν ψεῦδος, καὶ καθὼς ἐδίδαξεν ὑμᾶς, μένετε ἐν αὐτῷ.

1 John 2:28 Καὶ νῦν, τεκνία, μένετε ἐν αὐτῷ, ἵνα ἐὰν φανερωθῇ σχῶμεν παρρησίαν καὶ μὴ αἰσχυνοῦμεν ἀπ’ αὐτοῦ ἐν τῇ παρουσίᾳ αὐτοῦ.

1 John 2:29 ἐὰν εἰδῇτε ὅτι δίκαιός ἐστιν, γινώσκετε ὅτι καὶ πᾶς ὁ ποιῶν τὴν δικαιοσύνην ἐξ αὐτοῦ γεγέννηται.

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UNIT 6: SYNTACTICAL ISSUES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Syntactical Issues in 1 Corinthians 7:1-5
- 4.0 Conclusion
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- 6.0 Tutor-Marked Assignments
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1.0 INTRODUCTION

Having gone through all the various aspects of this course, you are left with the practical application of syntactical issues. It is important for you to know that syntactical matters are not what are really taught but what you have learnt by constant practice. You need to be at alert, to note the relationship between words: because this is what syntax is all about. You need to learn the practical application of all that have been taught from CTH053 to this point. In this unit, you will go through a handful of examples and you would be left alone to develop yours.

7.0 OBJECTIVES

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

- Identify word relationships that may raise syntactical issues
- Comment on any identified syntactical issues
- Evaluate biblical translations based on syntactical issues
- Examine the use of words in 1 Corinthians 7:1-5.

3.0 MAIN CONTENT

3.1 Syntactical Issues in 1 Corinthians 7:1-5

Let us begin this analysis by looking into the Greek Text:

1 Corinthians 7:1 **Περὶ Δὲ ὧν ἐγράψατε**, καλὸν ἀνθρώπῳ γυναικὸς μὴ ἄπτεσθαι·

1 Corinthians 7:2 διὰ Δὲ Τὰς πορνείας ἕκαστος τὴν ἑαυτοῦ γυναῖκα ἐχέτω καὶ Ἐκάστη τὸν ἴδιον ἄνδρα ἐχέτω.

1 Corinthians 7:3 τῇ γυναικὶ Ὁ ἀνὴρ τὴν ὀφειλὴν ἀποδιδότω, ὁμοίως δὲ Καὶ Ἡ γυνὴ τῷ ἀνδρί.

1 Corinthians 7:4 ἡ γυνὴ τοῦ ἰδίου σώματος οὐκ ἐξουσιάζει ἀλλὰ Ὁ ἀνὴρ, ὁμοίως δὲ Καὶ Ὁ ἀνὴρ τοῦ ἰδίου σώματος οὐκ ἐξουσιάζει ἀλλὰ Ἡ γυνή.

1 Corinthians 7:5 μὴ Ἀποστερεῖτε ἀλλήλους, εἰ μήτι α'ν ἐκ συμφώνου πρὸς καιρόν, ἵνα σχολάσητε τῇ προσευχῇ καὶ Πάλιν ἐπὶ Τὸ Αὐτὸ ἦτε, ἵνα μὴ Πειράζῃ ὑμᾶς ὁ σατανᾶς διὰ τὴν ἀκρασίαν ὑμῶν.

The phrases that are highlighted above are the phrases that have been selected for syntactical comment.

Περὶ Δὲ ὧν ἐγράψατε

Paul started this chapter with this phrase. The first word is the preposition *περὶ* Which has been translated as ‘concerning’ by many versions of the Bible. This is a true rendering of the preposition because as you have learnt in CTH053, *περὶ* With the genitive would be translated ‘concerning’. The genitive in this case has been supplied with the word ‘ὧν’ which is a relative plural pronoun of the genitive case. Since this relative pronoun is of the neuter, then it is acting as a substantive to supply the subject for the verb. Let us now take a look at the verb. The verb *ἐγράψατε* is a first aorist active indicative, second person plural of *γράφω* which means I write, hence it would be translated ‘you have written’. It is important for you to note that though *δὲ* is in the second position, it would be translated first. It is a coordinating conjunction. If all these are put together, we have ‘now concerning the things you have written’. This implies that what Paul is about saying here is a response to the issues raised in the letter the Corinthians have written to Paul.

Ἄπτεσθαι

It is important to get the authorial intention of this word since it is central to the verse. It is a present middle infinitive from *ἄπτω*. This word has many meanings such as ‘ignite’, but what is sure is that since the word has been used in the middle voice, it means ‘touch’. The issue now is what did Paul mean by touch here? To say that Paul is talking about touching literally here is to misunderstand the word because it would be difficult for one to

imagine that the Corinthians would have written to Paul to clarify whether it is right or wrong to touch a woman. However, because according to Arndt and Gingrich (1957) have identified that Plutarch has used the word before to mean sexual intercourse with a woman, it is implied that this is the nuance that Paul is driving at. This is further corroborated by the use of words in the following verses.

Ἐχέτω

This word is important to this verse since it is the main verb and it is repeated twice within the same verse. This verb is a present active imperative verb of the third person singular from the word ἔχω which means 'I have'. Since the subject of this verb is 'each man' and 'each woman', it is translated 'have his own wife' and 'have her own husband'. The question again is what did Paul mean by 'have'? Again, this is an euphemism for sexual intercourse within the ambits of marriage.

Ὁφειλὴν ἀποδιδότω

By verse three, Paul is becoming clearer in his expression as indicated by the phrase above. This phrase consists of a verb and a noun in the accusative case, which clearly shows that the noun is the direct object of the verb. The verb ἀποδιδότω is the third person singular of the present active imperative of ἀποδίδωμι which has several meanings like 'give,' 'pay,' 'fulfil vow,' and 'to render what is due'. The accusative noun is feminine and singular and is translated 'debt'. Let us now examine how the various translations rendered the verse:

Let the husband render unto the wife due benevolence: and likewise also the wife unto the husband (KJV)

The husband should fulfill his duty toward his wife, and likewise the wife toward her husband (NAB)

The husband must fulfill his duty to his wife, and likewise also the wife to her husband (NAU)

The husband should fulfill his marital duty to his wife, and likewise the wife to her husband (NIV)

The husband should give to his wife her conjugal rights, and likewise the wife to her husband (RSV)

If you consider these translations, except for the King James' Version, it is clear that by touch or have, Paul clearly meant sexual intercourse. It is also important to note here that Paul's use of the present imperative for the command is better translated "continue fulfilling marital rights". This cohortative (positive) command is better understood against the use of prohibitive command in verse five.

Μὴ Ἀποστερεῖτε ἀλλήλους

As you have studied earlier, the use of the negative particle μὴ along with the present imperative as is the case here is a prohibitive command that is used to prohibit the continuation of an act that is already in progress. This is why the New American Bible translated the phrase as "stop depriving one another." This implies that before then couples in Corinth have started avoiding sexual intercourse with their spouses and Paul is urging that such practice has to stop.

4.0 CONCLUSION

In this unit you have seen the interplay of the relationships of word to one another in the Greek text. You have seen the practical use of the present imperative as a cohortative command as well as a prohibitive command within few verses and their relationship to the understanding of the text. You have also seen how the meaning of a word can be deduced within the context of a passage as we have determined the meaning of 'touch' and 'have' as sexual intercourse.

7.0 SUMMARY

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

- Syntax is learnt more through practice rather than theory.
- ὀφειλὴν ἀποδιδότω is the cohortative use of the present imperative in 1 Corinthians 7:3
- μὴ Ἀποστερεῖτε is the prohibitive use of the present imperative in 1 Corinthians 7:5

6.0 TUTOR-MARKED ASSIGNMENT

Kindly undertake a syntactical analysis of the passage below:

2 Corinthians 10:3 ἐν σαρκὶ Γὰρ περιπατοῦντες οὐ κατὰ Σάρκα στρατευόμεθα,

2 Corinthians 10:4 τὰ Γὰρ ὁ148λατ ἡς στρατείας ἡμῶν οὐ σαρκικὰ Ἀλλὰ Δυνατὰ Τῷ θεῷ πρὸς καθαίρεσιν ὀχυρωμάτων, λογισμοὺς καθαιροῦντες

2 Corinthians 10:5 καὶ Πᾶν ὑψωμα ἐπαιρόμενον κατὰ Τῆς γνώσεως τοῦ θεοῦ, καὶ Αἰχμαλωτίζοντες πᾶν νόημα εἰς τὴν ὑπακοὴν τοῦ Χριστοῦ,

2 Corinthians 10:6 καὶ Ἐν ἐτοίμῳ ἔχοντες ἐκδικῆσαι πᾶσαν παρακοήν, ὅταν πληρωθῇ ὑμῶν ἡ ὑπακοή.

7.0 REFERENCES/FURTHER READINGS

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GLOSSARY

α	alpha
Ἀβραάμ	Abraham
ἀγαθός, η, ον	good, useful
ἀγαλλιάω, -, ἡγαλλιάσα, -, -, ἡγαλλιάσθην	I exult
ἀγαπάω, ἀγαπήσω, ἡγάπησα, ἡγάπηκα, ἡγάπημαι, ἡγαπήσθην	I love
ἀγάπη, η,	love
ἀγαπητός, ή, όν	beloved
ἄγγελια, ή	message
ἄγγελος, ό	messenger, angel
ἀγιάζω, , ἡγίασ, , ἡγίασμαι, ἡγιάσθην	I sanctify
ἀγιασμός, -ού, ό	sanctification
ἅγιος, α, ον	holy, (οί ἅγιοι, the saints)
ἀγνοέω, ἡγνόουν, -, -, -, -, -	I do not know
ἀγορά, -άς, ή	marketplace
ἀγοράζω, ἡγόραζον, -, ἡγόρασα, -, ἡγόρασμαι, ἡγοράσθην	I buy
ἄγω, ἄξω, ἡγαγον, , ἤχθην	I lead
ἀδελφός, ό	brother
ἀδικία, ή	unrighteousness
αἷμα, αἵματος, τό	blood
αἶρω, ἀρώ,	I take up (or take away)
αἰών, αἰῶνος, ό	Age
αἰσχύνομαι, (aorist passive: ἡσχύνθην)	I am ashamed
ἀκούω, ἀκούσω, ἤκουσα, ἀκήκοα, , ἡκούσθην	I hear
ἀλαζονία, ή	empty talk, vainglory
ἀληθινός, ή, όν	genuine, truth
ἀληθής, ές	true, unhidden
ἀληθώς,	(adverb) truly
ἄλιεύς, ἀλιέως, ό	Fisherman
ἄλλά, η, ο	other (of the same kind)
ἁμαρτάνω, ἁμαρτήσω, ἡμάρτησα, ἡμάρτηκα, , ,	I sin
ἁμαρτωλός, ό	sinner
άν	temporal particle not usually translated
ἀνά	Preposition, with accusative: up,

	again
ἀναβαίνω	I go up
ἀναγγέλλω, ἀναγγεῖν, ἀνήγγελκα, ἀνήγγειλον, ἀνήγγειλον	I announce
ἀναγινώσκω	I read (see γινώσκω for other parts)
ἀνάστασις, ἀναστάσεως, ἡ	Resurrection
ἄνθρωπος, ὁ	man
ἀντί	preposition with genitive, against, instead of
ἀντίχριστος, ὁ	antichrist
ἀπό	preposition with ablative, away from
ἀποθνήσκω, ἀποθνήσκω, ἀπέθανον, -, -, -	I die
ἀποκρίνομαι, ἀποκρινούμαι, ἀπεκρίναμην, -, -, ἀπεκρίθη	I answer
ἀποκτείνω, ἀποκτενέω, ἀπέκτεινα, -, -, ἀπεκτένην	I kill
ἀποστέλλω, ἀποστελῶ, ἀπόστειλα, ἀπέσταλκα, ἀπέσταλμαι, ἀπέστάλην	I send (with a message)
ἀπόστολος, ὁ	Apostle
ἄρνεομαι, ἄρνήσομαι, ἠρνήσάμην, -, ἠρνήμαι, -	I deny
ἄρτι	Adverb, now
ἄρτις, ὁ	bread
ἀρχή, ἡ	beginning
ἀρχιερεύς, ἑως, ὁ	chief-priest
ἄρχω, ἄρξω, ἡρξα, -, -, -	I rule (middle voice: I begin)
ἄρχων, ἄρχοντας, ὁ	ruler
αὐτός, ἡ, ὁ	he, she, it
ἀφίημι, ἀφήσω, ἀφήκα, ἀφείκα, ἀφείμαι, ἀφείθη	I forgive
ἄχρι	preposition with genitive: until
β	beta
βάθος, βάθους, τό	depth
βαίνω, βήσομαι, ἔβην, βέβηκα, -, ἐβήθη (deponent)	I go
βάλλω, βάλλω, ἔβαλον, βέβληκα, βέβλημαι, ἐβλήθη	I throw, cast
βαπτίζω, βαπτίσω, ἐβάπτισα, -,	I baptize

βεβαπτισμαι, ἐβαπτίσθην	
Βασιλεία, ἡ	kingdom
βασιλεύς, ἔως, ὁ	king
βασιλικός, ἡ, ὄν	royal, kingly
βιβλίον, τό	book
βίος, ὁ	Life
βλέπω, βλέψω. ἔβλεψα, —, —, —	I see
γ	gamma
γάμος, ὁ	marriage, marriage feast
γάρ	(conjunction) for
γεννάω, γεννήσω, ἐγέννησα, γεγέννηκα, γεγέννημαι, ἐγεννήθην	I beget
γένος, γένους, τό	race
γίνομαι, γενήσομαι, ἐγενόμην, γέγονα, γεγέννημαι, ἐγενήθην	I become
γινώσκω, γνώσομαι, ἔγνων, ἔγνωκα, ἔγνωσμαι, ἐγνώσθην	I know
γλῶσσα, ἡ	tongue, language
γνώσις, γνώσεως, ἡ	knowledge
γραμματεὺς, —έως, ὁ	scribe
γραφὴ, ἡ	writing, scripture
γράφω, γράψω, ἔγραψα, γέγραφα, γέγραμμαι, ἐγράφη	I write
δ	delta
δαιμόνιον, τό	demon
δέ,	conjunction: but, moreover, and
δέχομαι, δέχομαι, ἐδεξάμην, —, δέδεγμαι, ἐδέχθην	I receive
δηλόω, δηλώσω, ἐδήλωσα, —, —, ἐδηλώθην	I show, make manifest
διά	preposition: with genitive: through with ablative: by, through with accusative: because of, on account of
διδάσκαλος, ὁ	teacher
διδάσκω, διδάξω, ἐδίδαξα, —, —, ἐδιδάχθην	I teach
διδασχὴ, ἡ	teaching
δίδωμι, δώσω, ἔδωκα, δέδωκα, δέδομαι, ἐδόθην	I give
δικαιοσύνη, ἡ	righteousness

διώκω, διώξω, ἐδίωξα, –, δεδίωγμαι, ἐδιώχθην	I persecute
δόξα, ἡ	praise
δοξάζω, δοξάσω, ἐδόξασα, –, δεδόξασμαι, ἐδοξάσθην	I glorify
δοῦλος, ὁ	slave, servant
δύναμις, δυνάμεως, ἡ	power
δῶρον, τό	gift
ε	epsilon
ἐάν	conditional particle used with subjunctive: if
ἐαυτοῦ, ἡς, οῦ	of himself, of herself, of itself
ἐγγίζω, ἐγγίσω, ἥγγισα, ἥγγικα, –, –	I come near, draw near
ἐγείρω, ἐγερῶ, ἤγειρα, –, ἐγήγερμαι, ἠγέρθην	I raise up
ἐγώ	I
ἔθνος, ἔθνους, τό	nation (plural: gentiles)
ἔθος, ἔθους, τό	custom
εἰ	conditional particle used with indicative: if, since
εἶδον	2 nd aorist of ὁράω: I saw
εἰμί, ἔσομαι	I am
εἶπον	2 nd aorist of λέγω or φημί: I said
εἰρήνη, ἡ	peace
εἰς	preposition: with accusative: into, unto, because of
ἐκ (ἐξ before a vowel)	preposition: with ablative: out of, from
ἐκεῖνος, η, ο	that
ἐκκλησία, ἡ	church
ἔλεος, ἐλέους, το	mercy
ἐλπίς, ἐλπίδος, ἡ	hope
ἐμαυτοῦ, ἡς, οῦ	of myself
ἐμός, ἐμή, ἐμόν	my
ἐν	preposition: with locative: in, on with instrumental: by
ἐντολή, ἡ	commandment
ἐπαγγέλλομαι, –, ἐπαγγειλάμην, –, ἐπήγγελμαι	I announce

ἐπαγγελία, ἡ	promise
ἐπί	preposition: with genitive: upon, on, at by with locative: upon, on, at, over with accusative: upon, on, to, up to
ἐπιθυμία, ἡ	lust, desire
ἔργον, τό	work
ἐρημος, ἡ	desert
έρχομαι, ἐλεύσομαι, ἦλθον, ἐλήλυμα, —, —	I come, I go
ἀπέρχομαι	I go away
διέρχομαι	I go through
εἰσέρχομαι	I go into, I enter
ἐξέρχομαι	I go out
κατέρχομαι	I go down
συνέρχομαι	I come together
ἐσθίω, φάγομαι, ἔφαγον, —, —, —	I eat
ἔσχατος, η, ον	last
ἕτερος, α, ον	other (another of a different kind)
ἔτι	still, yet
ἐτοιμάζω, ἐτοιμάσω, ἡτοίμασα, ἡτοίμακα, ἡτοίμασμαι, ἡτοιμάσθην	I prepare
εὐαγγελίζομαι, —, εὐηγγέλισα, —, εὐηγγέλισμαι, εὐηγγελίσθην	I preach the gospel
εὐαγγέλιον, τό	gospel
εὐλογέω, εὐλογήσω, εὐλόγησα, εὐλόγηκα, εὐλόγημαι, εὐλογήθην	I bless
εὐχαριστέω, εὐχαριστήσω, εὐχαρίστησα, —, —, εὐχαριστήθην	I give thanks
ἔχω, ἔξω, ἔσχον, ἔσχηκα, —, —, (imperfect: εἶχον)	I have
ἕως	adverb: until
ζ	zeta
ζητέω, ζητήσω, ἐζήτησα, —, —, —	I seek
ζωή, ἡ	life
η	eta
ἤδη	already
ἡμέρα, ἡ	day
ἡμέτερος, α, ον	our
θ	theta

θάλασσα, ἡ	sea
θάνατος, ὁ	death
θαυμάζω, θαυμάσομαι, ἐθαύμασα, —, —, ἐθαυμάσθην	I wonder
θέλημα, θελήματος, τό	will
θέλω, θελήσω, ἠθέλησα, —, —, —, (imperfect: ἤθελον)	I wish
θεός, ὁ	god, God
θεραπεύω, θεραπεύσω, ἐθεράπευσα, —, τεθεράπευμαι, ἐθεραπεύθην	I heal
θεωρέω, θεωρήσω, ἐθεώρησα, —, —, —	I behold
θυγάτηρ, θυγατρός, ἡ	daughter
ι	iota
ἴδιος, α, ον	his own, her own, its own
ἱερεύς, ἱερέως, ὁ	priest
ἱερόν, τό	Temple
Ἰησοῦς, ὁ	Jesus
ἱλασμός, ὁ	propitiation
ἵνα	conjunction usually with the subjunctive: in order that, that
ἵστημι, στήσω, ἔστησα (or ἔστην), ἔστηκα, —, ἐστάθην	I cause to stand, I stand
ἰσχυρός, α, ὄν	strong, sufficient
ἰχθύς, ἰχθύος, ὁ	fish
κ	kappa
καθαρίζω, καθαριῶ, ἐκαθάρισα, —, —, ἐκαθαρίσθην	I cleanse, I purify
καθώς	comparative particle: just as, even as
καί	conjunction: and, also, even
καί..... καί	both....and
καινός, ἡ, ὄν	new
κακός, ἡ, ὄν	bad
καλέω, καλέσω, ἐκάλησα, κέκληκα, κέκλημαι, ἐκλήθην	I call
καλός, ἡ, ὄν	good
καρδία, ἡ	heart
καρπός, ὁ	fruit
κατά	preposition: with ablative: down from with genitive: down upon

	with accusative: according to, along
καταβαίνω	I go down
κηρύσσω, κηρύξω, ἐκήρυξα, —, —, ἐκηρύχθην	I preach, or I proclaim
κοινωνία, ἡ	fellowship
κόσμος, ὁ	world
κρίμα, κρίματος, τό	judgement
κρίνω, κρίνω, ἔκρινα, κέκρικα, κέκριμαι, ἐκρίθην	I judge
κρίσις, κρίσεως, ἡ	judgement
κύριος, ὁ	lord, Lord
λ	lambda
λαλέω, λαλήσω, ἐλάλησα, λελάληκα, λελά.λημαι, ἐλαλήθην	I speak
λαμβάνω, λήμψομαι, ἔλαβον, εἴληφα, εἴλημμαι, ἐλήμφθην	I take or I receive
λαός, ὁ	people
λέγω, ἐρώ, εἶπον, εἶρηκα, εἶρημαι, ἐρρέθην (or ἐρρήθην)	I say
λείπω, λείψω, ἔλιπον, —, λέλειμμαι, ἐλείφθην	I leave
λίθος, ὁ	stone
λόγος, ὁ	word, discourse
λοιπός, ἡ, ὄν	remaining
οἱ λοιποί	the rest
λύω, λύσω, ἔλυσα, λέλυκα, λέλυμαι, ἐλύθην	I loose, I destroy
μ	mu
μαθητής, ὁ	disciple
μακάριος, α, ον	blessed
μαρτυρία, ἡ	witness, testimony
μέγας, μεγάλη, μέγα	great
μέν	exclamatory particle: indeed
μέν....δέ	strong adversative: on the one hand...on the other hand
μένω, μενῶ, ἔμεινα, μεμένηκα, —, —	I remain, I abide
Μεσσίας, ὁ	Messiah
μετά	preposition: with genitive: with with accusative: after

μή	negative particles in moods other than indicative: not
μηδέ	negative
μηδέ.... μηδέ	neither....nor
μηδεῖς, μηδεμία, μηδέν	no one
μηκέτι	negative adverb: not yet, no longer
μήτηρ, μητρός, ἡ	mother
μικρός, ἄ, ὄν	little, small
μισέω, μισήσω, ἐμίσησα, μεμίσηκα, -, -	I hate, I detest
μόνος, η, ον	only, alone
ν	nu
νεανίσκος, ὁ	young man
νεκρός, ἄ, ὄν	dead
νικάω, νικήσω, ἐνίκησα, νενίκηκα, -, -	I overcome, I conquer
νόμος, ὁ	law
νύξ, νυκτός, ἡ	night
νῦν	adverb: now
ὁ, ἡ, τό	the
ὁδός, ἡ	way, road
ὅθεν	adverb: whence
οἶδα	(perfect form of obsolete εἶδω, used as present) I know
οἰκία, ἡ	house
οἶκος, ὁ	house
ὅλος, η, ον	whole
ὁμολογέω, ὁμολογήσω, ὡμολόγησα, -, -, -	I profess, or I confess
ὄνομα, ὀνόματος, τό	name
ὁράω, ὄψομαι, εἶδον, ἐώρακα (or ἐόρακα), -, ὥφθην	I see
ὄρος, ὄρους, τό	mountain
ὅς, ἡ, ὃ	who, which
ὅστις, ἡτίς, ὅτι	who, which (qualitative in force)
ὅτι	conjunction: because, that
οὐ (οὐκ before vowel; οὐχ before vowel with rough breathing)	negative with indicative mood: not
οὐδέ	negative conjunction: and not, nor

οὐδέ... οὐδέ	neither...nor
οὐδεῖς, οὐδεμία, οὐδέν	no one
οὐκέτι	negative adverb: no longer
οὐπω	negative adverb: not yet
οὐρανός, ὁ	heaven
οὖς, ὠτός, τό	ear
οὗτος, αὕτη, τοῦτο	this
οὕτως	adverb: thus, so, in this manner
ὀφείλω	I owe, I ought
ὀφθαλμός, ὁ	eye
ὄχλος, ὁ	multitude
Π	pi
παλαιός, ἄ, ὄν	old
παρά	preposition: with ablative: from with locative: before, beside with accusative: beside, beyond, along
παραβολή, ἡ	parable
παρακαλέω	I exhort, beseech, comfort
παρακλήτος, ὁ	comforter
παρρησία, ἡ	boldness
παρουσία, ἡ	presence, coming
πᾶς, πᾶσα, πᾶν	all, every, the whole
πάσχω, -, ἔπαθον, πέπονθα, -, -	I suffer
πατήρ, πατρός, ὁ	father
πέμπω, πέμψω, ἔπεμψα, -, -, ἐπέμφθην	I send
περί	preposition: with genitive: about, concerning with accusative: about, around
περιπατέω, περιπατήσω, περιεπάτησα, περιπεπάτηκα, -, -	I walk
πίνω, πίομαι, ἔπιον, πέπωκα, -, ἐπόθην	I drink
πίπτω, πεσοῦμαι, ἔπεσον, πέπτωκα, -, -	I fall
πιστεύω, πιστεύσω, ἐπίστευσα, πεπίστευκα, πεπίστευμαι, ἐπίστεύθην	I believe
πίστις, πίστεως, ἡ	faith
πιστός, ἡ, ὄν	faithful

πλανάω, πλανήσω, ἐπλάνησα, –, πεπλάνημαι, ἐπλανήθην	I lead astray, or I deceive
πλοῖον, τό	boat
πνεῦμα, πνεύματος, τό	spirit
ποιέω, ποιήσω, ἐποίησα, πεποίηκα, πεποίημαι	I do or I make
πόλις, πόλεως, ἡ	city
πολύς, πολλή, πολύ	much
πονηρός, ἄ, ὄν	evil
πορεύομαι, πορευ.σομαι, ἐπορευσάμην, –, πεπόρευμαι, ἐπορεύθην	I go
πρίν	adverb: before
πρός	Preposition: With locative: at With accusative: to forward, with at
προσεύχομαι, προσευξομαι, προσηυξάμην, –, –, –	I pray
προφήτης, ὁ	prophet
πρῶτος, η, ον	first
ρ	rho
ῥήμα, ῥήματος, τό	word, saying
σ	sigma
σάρξ, σαρκός, ἡ	flesh
σεαυτοῦ, σεαυτῆς	of yourself
σκάνδαλον, τό	offense, stumbling-block
σκοτία, ἡ	darkness
σκότος, σκότους, τό	darkness
σός, σή, σόν	your own (second person singular)
σπείρω, –, ἔσπειρα, –, –, –	I sow
στάσις, στάσεως, ἡ	strife, dissension
σταυρόω, σταυρώσω, ἐσταύρωσα, –, ἐσταύρωμαι, ἐσταυρώθην	I crucify
στάχυς, στάχυος, τό	corn, ear of corn
στόμα, στόματος, τό	mouth
στρατιώτης, ὁ	soldier
σύ	you
σύν	preposition: with instrumental: with, together with

συνάγω	I gather together
συναγωγή, ἡ	synagogue
σώζω, σώσω, ἔσωσα, σέσωκα, σέσωμαι, ἐσώθην	I save
σῶμα, σώματος, τό	body
σωτηρία, ἡ	salvation
τ	tau
τέκνον, τό	child
τελειόω, —, ἐτελείωσα, τετελείωκα, τετελείωμαι, ἐτελειώθην	I perfect, I carry out to an end
τέλος, τέλους, τό	end
τηρέω, τηρήσω, ἐτήρεσα, τετήρηκα, τετήρημαι, ἐτηρήθην	I keep
τίθημι, θήσω, ἔθηκα, τέθεικα, τέθειμαι, ἐτέθην	I place, I put
τιμάω, τιμήσω, ἐτίμησα, —, τετίμημαι, —,	I honour
τίς, τί	who? what?
τις, τι	Someone, something or a certain one
τόπος, ὁ	place
τότε	adverb: then
τυφλός, ὁ	a blind man
τυφλόω, —, ἐτύφλωσα, τετύφλωκα, —, —	I blind or I make blind
υ	upsilon
ὕδωρ, ὕδατος, τό	water
υἱός, ὁ	son
ὑμέτερος, α, ον	your (second person plural)
ὑπάγω	I go away
ὑπέρ	preposition: with ablative: in behalf of, instead of with accusative: over, above, beyond
ὑπό	preposition: with ablative: by (agency) with accusative: under
φ	phi
φαίνω, φανούμαι, —, —, —, ἐφάνην	I shine
φανερόω, φανερώσω, ἐφανέρωσι, —, πεφανέρωμαι, ἐφανερώθην	I make manifest

φέρω, οἶσω, ἤνεγκα, (ἤνεκον), ἐνήνοχα, —, ἠνέχθην	I bring, I bear
φιλέω, —, ἐφίλησα, πεφίληκα, —, —, —	I love
φωνή, ἡ	voice
φῶς, φωτός, τό	light
Χ	chi
χαρά, ἡ	joy
Χάρις, χάριτος, ἡ	grace, thanks
χεῖρ, χειρός, ἡ	hand
χρεία, ἡ	need
χρίσμα, χρίσματος, τό	anointing
Χριστός, ὁ	Christ
Ψ	psi
ψεύδομαι, —, ἐψευσάμην, —, —, —	I lie or I deceive
ψεῦδος, ψεύδους, τό	lie
ψεῦστης, ὁ	liar
Ω	omega
ώρα, ἡ	hour
ὥς	comparative particle: as, like