

INTRODUCTION

WHY STUDY GREEK?

WE think Greek is a foreign language written in a foreign alphabet. Yet we speak and write Greek every day without realizing it. Our Alphabet comes from Greek. Our Vocabulary is filled with Greek. Much can be said of the broad understanding of language and culture which can be gained through studying Greek. But let's face it, such thoughts do not move most persons to study Greek. 🐼

GREEK SHARPENS THE MIND

STUDYING Greek demands mental effort. It trains the mind to observe details, to recognize patterns, and to draw conclusions. As you study the etymology of a word, or meditate upon the significance of a preposition, or parse a verb, you develop the powers of the mind.

Mental discipline is important to serving the Lord. We are to gird up the loins of our minds (1st Peter 1:13) by diligently searching the Scriptures. A diligent search requires the tools with which to search. The better the tool, the better the searching, and one of the best tools is a knowledge of the language of Scripture — Greek. Though this offers more motivation to study Greek, for most of us this is still not enough.

GREEK IS USEFUL IN SERVING THE LORD

There is no more important reason for studying Greek than its usefulness in understanding the Word of God. God has chosen to record the words and acts of our Lord Jesus and His Apostles in the Greek language. The ability to read the Greek New Testament increases our capacity to be taught from God's Word with an accuracy and authority which can never be obtained through a translation. A thousand examples come to mind, but here are just a couple.

In Galatians 1:6,7 we read in the King James, "I marvel that you are so soon removed from him that called you into the grace of Christ unto another gospel: which is not another...." The word "another" is used twice in English, yet two very different words are in the Greek text. The first "another" [ἕτερος "heteros"] means "of another kind or quality." The second "another" [ἄλλος "allos"] means "of the same kind but numerically distinct." In other words, Paul is saying emphatically that there is only one gospel. This other "heterodox"

[heteros] gospel is in no way an ally [allos] of the one true gospel — in fact, it counts as no gospel at all! The King James does not make this clear. The Greek makes it unavoidably clear.

Again, in Galatians 6:2,5 we read the apparent contradiction, "Bear ye one another's burdens.... For every man shall bear his own burden." The first "burden" [βάρη "barE"] is plural, and it refers to those things which weigh us down or oppress us. It refers especially to grievous sorrows and miseries. The second "burden" [φορτίον "phortion"] is singular, and it refers to a load — often a soldier's kit. Sometimes it refers to a task which the soldier is expected to perform. Hence we are all to share the many difficulties of life, but we each must pursue that particular soldier's task which the Lord has placed upon our shoulders.

Jim Elliott, the martyr of Ecuador, wrote in his diary that although John 19 was quite familiar to him in English, when he read it in the Greek, it seemed as if he was reading it for the first time, so much more vivid was it than any English translation.

When you learn the details of Greek vocabulary and grammar, God will speak to you through the New Testament with greater accuracy and authority, and you will speak to others with greater certainty and precision.

"This is all well and good," you say, "but I'm afraid I need a little more incentive to get moving." Okay, consider this.

GREEK AS A PREPARATION FOR REVIVAL

The history of the Gospel is the history of the Greek language. In New Testament times, nearly everyone in the Mediterranean world knew and spoke the Greek language. The writings of the Apostles were regularly read to the

congregations in Greek. The early Christians all knew and studied the Greek Scriptures.

However, as the knowledge of Greek diminished among the common people, a darkness crept over professed Christianity. The people became more and more dependent upon religious professionals, and those professionals became less and less accountable to the people.

In the Sixteenth Century this trend was reversed. After the fall of the capital of the Greek Empire (Constantinople), Greek scholars fled with their manuscripts to western Europe. A revival of Greek studies followed, and this marvelous old book — which hadn't been seen *for a thousand years* — was unearthed. It was called "The Greek New Testament." The republication of the Greek New Testament was immediately followed by the greatest period of the spread of the Gospel since the first century.

DECLINE IN THE KNOWLEDGE OF GREEK

A knowledge of the Greek language was once considered an indispensable part of a good education. In the not too distant past, Christians in general, and ministers in particular, were competent students of the Scriptures in their original languages. Only a century ago, a majority of high school graduates in the United States had studied Greek. Students were expected to have mastered Greek before entering college or seminary.

But these standards have deteriorated. We have become intellectually atrophied. Early in this century, seminaries began to offer non-credit courses in Greek to bring students up to standards. Soon these courses were offered for credit. Then the requirements in Greek were lowered. And now, many seminaries do not even require any knowledge of Greek for graduation.

We have again lost the tools with which to personally examine the actual Word of God. And we have again allowed the Greek Scriptures to be covered over with the speculations of men. One of the purposes of this Grammar is to raise educational standards and expectations among Christians.

A RENEWAL OF THE KNOWLEDGE OF THE GOSPEL

A genuine renewal of the Gospel in our day awaits a renewal of the study of the Greek Scriptures. Those who pursue the study of the Greek New Testament will become God's vessels for the recovery of His truth.

So the real question is: "Why **not** study Greek?" 



HOW TO USE THIS BOOK

THIS MUST BE READ!

PROGRAMMED INTERACTIVE FORMAT

THIS Greek Grammar is not just a textbook, nor is it merely a workbook. Rather, it is both of these and more. It is written in a *Programmed Interactive* format. We will explain what this means.

“*Programmed*” means that the text is arranged or formatted to take you step by step through the learning process. The text will give you information piece by piece. Then it will show you how these pieces of information fit together. Then it will show you how to use this information.

“*Interactive*” means that you will take action in response to the text. It will not be like reading a book, where you simply receive the information in a passive way. Instead, the text will require you to use the information while you are learning it. It will prompt you to recall information or to think through a problem, and you will be required to respond to the text. After you have responded, the text will provide you with the expected answer, and you will compare this answer with your response. Your answer will thereby be immediately confirmed or corrected. In this way the text becomes your teacher and simulates a classroom situation. With a book, of course, we can only have one-way questions and responses. But we are confident that we have anticipated most student questions and supplied their answers in the text. We have also provided for direct questions with the author. This is described later in the Introduction.

LEARN THE PHONETIC SYSTEM FIRST

Before we go too far, we wish to make it clear that this Grammar does not teach the Greek Alphabet and phonetic system. It is our experience that if persons who desire to learn the Greek language do not first thoroughly learn

the Greek phonetic system, they will soon fall behind and will eventually lose interest. Nearly all Greek grammars devote very little time or space to learning these fundamentals. We have developed a separate book entitled **A GREEK ALPHABETARION** which covers the Greek Alphabet and phonetic system in a very thorough manner. **HOMESCHOOL GREEK** assumes the student has already thoroughly learned the system taught in **A GREEK ALPHABETARION**. For reference purposes only, we have included in this volume an Appendix which very briefly summarizes the Greek phonetic system taught in **A GREEK ALPHABETARION**.

PROCEDURE FOR USING THIS BOOK

The instructions on the following pages (pages 3 through 7) are summarized on a laminated cover sheet included with this book. The cover sheet has a Lesson Guide on one side, and specific instructions for the Vocabulary and Reader on the other side. (A copy of this sheet is also printed on page 8.)

To begin using this grammar book, you will need to place your cover sheet over each column you read, then slide the covering down until you come to a *Question Paragraph* which is in *italics*, followed by a horizontal dividing line. Do not slide below that first horizontal line. Why? Because immediately below that line is the **Answer Paragraph** in a **san serif typestyle** followed by another horizontal line.

The Question Paragraph looks like this.

The Answer Paragraph looks like this.

The *Question Paragraph* requires you to answer a question or perform some task. After you read and study all of the material above the *Question*

Paragraph, then give your response out loud and, if it is in Greek, write it on scratch paper. Only after you finish your response will you slide the covering down to reveal the **Answer Paragraph**. (Whenever you write Greek, always be careful to make it neat and legible.)

You must compare your response with the **Answer Paragraph**. If your response agrees with the **Answer Paragraph**, then you may continue by sliding the cover sheet down to reveal the next *Question Paragraph*, reading the material, making another response, then revealing the **Answer Paragraph** in order to check your response. When there are no more *Question Paragraphs* in a column, you simply read the remainder of the column, then cover the next column and repeat the sliding procedure from column to column and page to page.

If your response differs from the answer which we provide, then you need to consider why. You may have simply overlooked or misunderstood something in the text, and seeing the **Answer Paragraph** may make the matter clear to you. But if it does not clarify things for you, you should reread the material above, going as far back as necessary. One of the benefits of this *Programmed Interactive* method of instruction is that it makes sure that you master each step of the normal learning process before you move on. And it won't let you merely learn it and then forget it. You will be tested on the same material again later in order to recall and reinforce what you have learned.

Some *Question Paragraphs* will simply ask you to answer a question or perform a task. Others will make an incomplete statement, and you must complete the statement by filling in the blank spaces. There will be a space for every letter left out of that word which we want in your response. The spaces will look like this •. When you see the spaces, write the answer on scratch paper and say it out loud.

Let's try it once. Cover this column with your laminated sheet and slide down to reveal only the *Question Paragraph*.

Programmed means the text takes you s••p by s••p through the learning process.

step by step

Interactive means you will take ac•••n in re•p•••e to the text.

action in response

When you come to the end of a column, you will simply move to the next column, cover it, then slide your covering down to reveal the **Question Paragraph** and continue as we have already described.

The text is divided into separate Chapters, these Chapters are further divided into separate Lessons, and each Lesson is divided into *Vocabulary, Grammar,*

Review, and Reader sections. There are individual frames of study within some of these sections. Though it would be best to study through an entire Lesson at one time, many students will find it necessary to break off their study in the midst of a Lesson and resume study later in the day or on the next day. We suggest that if you do break off in the midst of a Lesson, that you leave your cover sheet in the book wherever you have stopped so that you can find your place easily when you resume study. Sometimes you may need to skim through the previous material in order to reorient yourself to what is being taught. If you have difficulty with a Lesson, it may be best to repeat it entirely. Don't be discouraged. Just keep trying until you get it right. We've made the first few Chapters relatively easy in order to allow you to become accustomed to our method. As the Chapters progress, however, you will encounter material which almost any student will find difficult. The last five Chapters are by far the most difficult, and you should expect to spend extra time on them.

It is usually better to study small portions at frequent intervals than to study large portions at one time and then none for a long time. We recommend that you pace yourself to study a relatively equal amount of time at regular and frequent periods. **HOMESCHOOL GREEK, VOLUME ONE** has 18 Chapters divided into 95 Lessons and 15 Comprehensive Tests. It may appear that you could do a Lesson or a Test a day, and complete the book in 110 days. However, the Lessons are not equal. The Lessons are not of equal length, nor of equal difficulty, and the material studied grows progressively harder toward the end of this book. We expect students under 16 years of age would take at least a full school year and probably two years to complete this book. Older students may proceed at a quicker pace. An advanced learner may be able to handle more than one Lesson at a time, especially at the beginning of this book. However, we do not recommend more than one Lesson per day. Remember, you should expect to spend extra time on the last five Chapters.

This *Programmed Interactive* format is the natural and time proven method of teaching. It has been used by master teachers from the ancient Hebrews and Greeks down to modern times. We simply do not learn best when we passively read or try to memorize, then occasionally regurgitate the material in a comprehensive test. The more frequently we are held accountable for what we are learning, and the more frequently we are corrected, the better we digest the material. (There are, of course, some practical limits to this.)

This book is filled with questions, but it is also filled with all of the answers! Because each answer is immediately below each question, it will be a matter of your own honor and self discipline not to look ahead at the answers before you respond to each question. You will learn much better if you subject yourself to the discipline of continuous testing. If you cheat, you are cheating yourself.

Throughout the text, we have placed in special type those words and phrases to which you need to pay closest attention. Technical terms, that special Vocabulary of grammarians, have been capitalized. *Italics* often points to contrast. **Bold** usually calls for special attention.

YOUR OWN PERSONAL GREEK NOTEBOOK

As you proceed through this grammar, you must write your own personal Greek Grammar Notebook. This is not optional! Taking organized notes will help you to organize your thinking and your memory. It will also serve you in the future when you need to look something up. **HOMESCHOOL GREEK** is designed to be a comprehensive Greek grammar, but it is not designed to be a reference book where you can easily look things up. Instead, your own Greek Grammar Notebook will serve this purpose. It will be your life long Greek reference tool. So keep it neat and orderly. We have placed notes in the text and specially marked them as **NOTEBOOK ENTRY PARAGRAPHS**. Under the heading appearing *before* the dot • record in your Notebook the material appearing *after* the dot.

We recommend that you use a three ring binder for your notebook. This will allow you to add and to remove pages as needed. Divide your notebook into eight sections. (Divider pages with tabs work nicely.) The major divisions of your notebook have been listed below. (You may not understand all of the technical terms in each of the eight sections which we are about to describe, but by the time you finish all of the Chapters in this book you will understand the terms.)

NOTEBOOK SECTION ONE:

TECHNICAL TERM •

Here you will write those special words and those special definitions which grammarians use. When you have accumulated several New Words, you may want to rewrite this section of your notebook, putting the words into strict alphabetical order. This will keep your Notebook orderly and make it more useful when you need to look up a word. Also, this rewriting exercise will help you to remember the information.

NOTEBOOK SECTION TWO:

VOCABULARY •

As you come to a new Greek Vocabulary word in the grammar, you will add another sheet of paper to this section of your Notebook. That means there will be one sheet of paper for each Vocabulary word. This must be done in addition to your work with the Vocabulary Cards, which is discussed below.

NOTEBOOK SECTION THREE:

EXAMPLE EXPRESSION • THIS INCLUDES EXAMPLE SENTENCES AND IDIOMATIC EXPRESSIONS USED IN THIS GRAMMAR.

Specific examples of Greek phrases and sentences will be given from time to time. You will need to memorize them and refer to them. The same is true for peculiar Greek phrases that don't make much sense when they are literally translated. Keep these in your Notebook for reference and review.

NOTEBOOK SECTION FOUR:

NOUN SYNTAX • THIS INCLUDES INFORMATION ABOUT NOUNS AND ALL OTHER WORDS WHICH HAVE CASE.

This will include information on Declension, Case and Gender; and on Nouns, Pronouns, Adjectives, Articles and Determiners. You may not know what all of these terms mean now, but you will know them by the time that you finish this Volume.

NOTEBOOK SECTION FIVE:

VERB SYNTAX • THIS INCLUDES INFORMATION ABOUT VERBS AND ALL OTHER WORDS WHICH HAVE TENSE.

This will include information on Tense, Aspect, Voice, Mood and Conjugation; and on Verbs, Copulas, and Auxiliaries.

NOTEBOOK SECTION SIX:

PARTICLES • THIS INCLUDES INFORMATION ON UNINFLECTED WORDS.

This will include information on Adverbs, Qualifiers, Prepositions, Conjunctions, Isolates, and Emphatics.

NOTEBOOK SECTION SEVEN:

MISCELLANEOUS SYNTAX • THIS INCLUDES EVERYTHING WHICH WILL NOT FIT ELSEWHERE.

This will include things such as Conditional Sentences and Purpose Clauses which don't specifically fit under the other categories.

NOTEBOOK SECTION EIGHT:

SENTENCE DIAGRAMING •

This will include information on how to diagram each word function and each type of sentence.

I have marked only a minimal amount of information in this Grammar book. You are by no means limited to what I happen to have marked. As you accumulate information, you will need to add pages and rewrite pages. For reference purposes, you may wish to include in your notebook the page number of this grammar upon which you found the information. If you maintain a good and orderly Notebook, you will master the grammar.

VOCABULARY DRILL

Learning vocabulary is difficult for most people. But if you follow the exercises we provide, you should acquire a satisfactory knowledge of Greek Vocabulary. The first Vocabulary exercise appears in Lesson 11.

The Vocabulary exercises employ two avenues for learning: the sound gate and the sight gate. Vocabulary words must be heard and spoken, read and written.

The first part of the Drill consists of *New Words*. Find and cut out all of the New Vocabulary Words for a particular Lesson, and arrange them in the order which they are listed in the Lesson. Then play that portion of the Vocabulary cassette tape which corresponds with that Lesson. Follow the narrator as he reads each card. Listen carefully to the pronunciation of each Greek word as you look at each card. Recite both sides of the card on your own, without the tape. You may rewind the tape and repeat this exercise as many times as you think necessary until you feel comfortable reading the Greek out loud.

Copy all of the information from both sides of each new Vocabulary Card onto a separate sheet of paper and put the new page in alphabetical order in your Greek Notebook. You may omit writing out the example Bible verses if you wish.

Follow any special instructions given in the Vocabulary section of the Lesson. Finally, put all of the new Vocabulary Cards in order into your deck.

The second part of the Drill consists of *Review Words*. Many Lessons will select Vocabulary Cards for you to review. Pull these cards out of your deck. Recite out loud both sides of every card once. If you are an auditory learner, you may want someone else to read each card to you.

You may choose to use your Vocabulary Cards as flash cards. Read out loud the English side of each card. Without looking, recite out loud everything which you can remember from the Greek side. Then check your memory by reading the Greek side out loud. After this, read the Greek side of each card out loud, recite everything which you can remember from the English side, then check your memory by reading the English side. Repeat the drill until you are satisfied that you have adequately mastered the cards. You may remove some cards from each repetition if you are satisfied that you have adequately mastered those cards. (You will benefit more from this drill if you can arrange to do it with someone else.)

Follow any special instructions we may give you to drill other things, such as Paradigms. When you are finished, return the cards to your deck.

You must perform these drills every day, rain or shine, through war, famine, and pestilence, never stopping on your steady climb upward toward the mastery of the language of the New Testament. If you should take more than one day to complete a particular Lesson, then repeat the Vocabulary exercise every day which you work on that Lesson.

GREEK READER AND TRANSLATION

It is one thing to learn Greek grammar. That's what the HOMESCHOOL GREEK grammar book is for. It is another thing to learn to read Greek well. That's what the NEW TESTAMENT READER is for. The HOMESCHOOL GREEK NEW TESTAMENT READER, VOLUME I, is a separate book which includes the Greek text for the entire Sermon on the Mount (Matthew, Chapters 5 through 7), along with a literal translation. This provides easy to use and profitable reading material for the beginning student to regularly practice actually reading Greek. At the end of each Lesson in HOMESCHOOL GREEK there is an exercise assigned from the NEW TESTAMENT READER.

The first two Lessons ask you to read the Introduction and the section on How to Read Greek which are at the beginning of the NEW TESTAMENT READER. After that, each Lesson assigns a reading in Matthew.

The Reader cassette tape is a continuous narration of the Sermon on the Mount, alternating between Greek text and English translation. Each Lesson will assign a portion of Matthew for you to read. Turn to that portion in your New Testament Reader, play the tape for that same portion of Matthew, and read the Greek out loud with the narrator on the tape. Stop the tape, rewind it,

and repeat this exercise until you can accurately read the Greek at the same speed as the narrator.

Then examine the English translation. The Introduction to the Reader explains how to find which word in the English corresponds to which word in the Greek. In your mind, associate each English translation with the Greek word which it translates.

The beginning student cannot possibly know all of the Greek grammar necessary to understand the **NEW TESTAMENT READER**. That is one reason why we have supplied an English translation immediately below each line of Greek. But as you proceed through the grammar book, you will begin to recognize many points of grammar in your Reader. By the time you reach the end of the grammar book, you may understand perhaps a quarter to a third of the grammar in the Reader. At this point, most of what you won't understand will be Verb inflections and Vocabulary. These will be covered in Volume II of the grammar.



FINAL REMARKS BEFORE YOU BEGIN

WE are about to begin with the first Lesson. **Remember to say your responses out loud.** (You don't have to be too loud!) You will learn better when you say the answer out loud instead of only thinking it in your head. (You can't think loudly enough!) Saying your responses out loud causes you to train your voice and your ear, and it re-enforces your memory. It is also best if you can write your responses either in a notebook or else on scratch paper. This will train your eye and your hand to recognize and write Greek. The more you speak, hear, read and write Greek grammar, the better and the sooner you will learn it.

There is one more dimension of interaction available to users of this grammar. If you have any questions or difficulties, if you find any errors, or if you have any suggestions, we want to hear from you. Write me personally at my address.

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To our knowledge, this is the only thorough self teaching Greek grammar which is written for persons of all ages from 13 years on up, and which does not assume a fair mastery of English grammar. This second edition is a thorough revision, incorporating innumerable improvements, many of them suggested by users of the first edition. We earnestly solicit your help in continuing to improve the work.

Why did we embark upon this task? Our desire is to multiply the number of Greek students in this nation. Our reasons are multiple, but above all we want the Scriptures to speak with their original authority to English speaking Christians. May the Lord again bring His word fresh to us in this generation. Amen.

When you're ready for the first Chapter, then get your cover sheet, turn to the next page and cover it, slide the covering down to the first Question Paragraph, and begin your new adventure into Greek grammar.

ἡ γραμματικὴ καὶ ἡ γραφικὴ χρήσιμοι πρὸς τὸν βίον.

“The arts of Grammar and Composition are valuable for a lifetime.”
(*Aristotle: Politicus*)

γύμναζε δὲ σεαυτὸν πρὸς εὐσέβειαν.

“Now train yourself toward godliness.” (*First Timothy 4:7*)

HOMESCHOOL GREEK is my work, and I am responsible for all of its faults, weaknesses and shortcomings. Others have helped me, and to them is due the credit for strengths which this work would not have possessed had I labored alone. In particular, my son Nathaniel has been a faithful reviewer and critic, has developed many of the features, did the computer work of designing and formatting, and compiled much of the information for the Vocabulary Card Deck. HOMESCHOOL GREEK could never have been written without his help. My daughter Johannah is responsible for the artwork on the covers. All of my children (Nathaniel, Johannah, Hans, Ava, and Helena) have made valuable suggestions. They have served as my “guinea pigs” in many linguistic experiments. Above all, my wife Laurie has been my proofreader / critic, has helped to create and improve the scope and mold for the entire project, and has pointed out to me many things which I would never have otherwise noticed. May their patience be rewarded.

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This revised edition of HOMESCHOOL GREEK was completed on the first day of the third month, in the year of our Lord nineteen hundred and ninety eight according to the common reckoning, and is protected by exclusive right of copy at common law. HOMESCHOOL GREEK or SELF STUDY GREEK, is the private property of Harvey Bluedorn. The right to reproduce or publish this material in any portion, in any manner, by any means, or for any purpose, is reserved as the sole right of the author, who hereby grants permission for brief quotations in critical articles or reviews, provided that the author's name and address are clearly cited, and a copy of the publication containing the article or review is forwarded to him.

“Thou shalt not muzzle the mouth of the ox that treadeth out the corn.” “The laborer is worthy of his reward.” (First Timothy 5:18; First Corinthians 9:9; Matthew 10:10; Luke 10:7; Leviticus 19:13; Deuteronomy 24:15; 25:4)

“Thou shalt not steal.” (Romans 13:9; Exodus 20:15; Leviticus 19:11,13; Deuteronomy 5:19; Matthew 19:18; Mark 10:19; Luke 18:20)

“Therefore, behold, I am against the prophets, saith the Lord, that steal My words every one from his neighbor.” (Jeremiah 23:30)

CHAPTER I

DEFINITIONS

IN this Chapter we lay the foundation for our study of Grammar. We introduce many of the basic terms, definitions, and concepts of Grammar. 🐾



LESSON 1

G r a m m a r

WE send messages to one another through our five senses (seeing, hearing, feeling, smelling, tasting). In order to communicate with one another, we need to form these sights, sounds, touches, smells or tastes into symbols which carry special meaning.

TECHNICAL TERM • A LANGUAGE IS A SYSTEM FOR USING SYMBOLS TO COMMUNICATE.

We speak to one another using sound symbols — spoken words. We write to one another using sight symbols — written words. There are some things in the spoken language which are not in the written language, such as tone of voice and emphasis. There are some things in the written language which are not in the spoken language, such as capitalization and punctuation.

But for the most part, the sight symbols in the w•••••n language represent the sound symbols of the s•••••n language.

written spoken (Remember to say each answer out loud!)

TECHNICAL TERM • THE SOUND SYMBOLS (THE INDIVIDUAL SOUNDS) OF A SPOKEN LANGUAGE ARE CALLED ITS *PHONOLOGY*.

Phonology is from the Greek words *φωνή* which means “sound” or “voice;” and *λόγος* which means “word, discourse, or reasoning.”

TECHNICAL TERM • THE SIGHT SYMBOLS (THE INDIVIDUAL LETTERS) OF A WRITTEN LANGUAGE ARE CALLED ITS *ORTHOGRAPHY*.

Orthography is from the Greek words *ὀρθός* which means “straight” or “correct;” and *γραφή* which means “lines” or “writing.” (You will find that many of our English words come from Greek words.)

In case you don’t quite understand the distinction between Phonology and Orthography, consider the first letter of our English Alphabet, “a.” The Orthography or *sight symbols* for the letter “a” include capital “A,” small “a,” cursive forms of each (*À, à*), as well as many variations (*Ä, ä; A, a; A, a*) The Phonology or *sound symbols* which “a” represents include the sound of “a” in “fat,” the sound of “a” in “fate,” and the sound of “a” in “father.” Those are three different sounds (Phonology) for only one letter (Alphabet) which can be written (Orthography) numerous ways.

In A GREEK ALPHABETARION we taught how to say the sounds and to write the letters of the Greek language.

In Technical Terms, we taught Greek Ph•••••y and Or•••••y.

Phonology and Orthography. (Remember to say this out loud and write it on paper.)

TECHNICAL TERM • A *TRANSLATION* IS AN EQUIVALENT EXPRESSION IN ONE LANGUAGE, ON THE WORD BY WORD LEVEL, OF WHAT WAS EXPRESSED IN ANOTHER LANGUAGE.

For example, the English word “love” may be translated “*liebe*” in German, “*amor*” in Latin, “*l’amour*” in French, and “*ἀγάπη*” in Greek.

In A GREEK ALPHABETARION, when we taught you the sounds and symbols of Greek, we needed to use the sounds and symbols of English. You might say we translated between English and Greek, but only on the *sound* and *symbol* level, not on the *word* level. For example, we taught that the Greek *sight* symbol β (Beta) represented the same *sound* as the English *sight* symbol **b** (as in bob). So the Greek β translates into the English **b**.

TECHNICAL TERM • A *TRANSLITERATION* IS A LETTER BY LETTER TRANSLATION FROM ONE LANGUAGE, WITH ONE ALPHABET, INTO ANOTHER LANGUAGE, WITH ANOTHER ALPHABET.

The English word “bob” when transliterated into Greek, would be “βoβ.”

In this Grammar, we will create a translation between the Greek language and the English language on the *word* level and on the *sentence* level.

The word “Grammar” comes from the Greek word *γραμματική* which literally means “*to know one’s letters*.” The meaning of “Grammar” in English is broadened to include more than just the letters.

TECHNICAL TERM • *GRAMMAR* IS THE STUDY OF THE ELEMENTS OR BASIC PRINCIPLES OF A LANGUAGE.

If someone knows his *Grammar*, then he is well grounded in the basic principles of a language.

TECHNICAL TERM • THE *GRAMMAR* OR BASIC PRINCIPLES OF A LANGUAGE INCLUDE THE WAY INDIVIDUAL WORDS ARE FORMED, THE WAY SEVERAL WORDS ARE ARRANGED INTO A SENTENCE, AND THE MEANING WHICH RESULTS FROM THIS FORMING AND ARRANGING OF WORDS INTO SENTENCES.

What is a Language? (Don’t forget to say your answers out loud.)

A system for using symbols to communicate.

In your own words, what is Grammar?

The study of the elements or basic principles of a language. (Answers may vary.)

Describe some basic principles of a language.

The way individual words are formed, the way several words are arranged into a sentence, and the meaning which results from this forming and arranging of words into sentences. (Answers may vary.)

What is a Translation?

An equivalent expression in one language of what was expressed in another language.

What is a Transliteration?

A letter by letter Translation from one language, with one alphabet, into another language, with another alphabet.

In A GREEK ALPHABETARION, we taught *Greek* Phonology and Orthography (sounds and symbols), but we assumed the student already understood *English* Phonology and Orthography. In this book we are teaching *Greek* Grammar, but we are **not** going to assume that you already understand *English* Grammar. If you already thoroughly know English Grammar, that’s fine. The English Grammar in this book will be merely a review for you. But if you never thoroughly mastered English Grammar, or if you’ve forgotten more than you can remember, then the English Grammar in this book will be a big help to your understanding.

R e a d e r

WE do not expect you to be a proficient reader of Greek. However, you will never become one if you never read Greek. We have written the HOMESCHOOL GREEK NEW TESTAMENT READER in order to give you practice in reading Greek. You don’t need to translate anything by yourself. You don’t even need to look anything up. You don’t need to do anything except:

- 1) Read the Greek text aloud, while following the narrator on the audio tape which is provided with the NEW TESTAMENT READER.
- 2) Make connections in your mind between each Greek word and the English word which translates it. This is further explained in the Introduction and on your Cover Card.

The assignment for this Lesson is simply to read the two-page *Introduction* found at the beginning of the NEW TESTAMENT READER. 

CHAPTER III

WORD ENDING

In this Chapter we introduce some of the fundamental differences between Greek Grammar and English Grammar. We will discuss Word-Order, word emphasis, and Word-Ending, and we will introduce the Nominative and Accusative Cases. 🐾



LESSON 10

G r a m m a r

HERE we are in Chapter III, and we haven't studied any Greek Grammar yet. We'll introduce some Greek words in this Chapter, but don't expect much. We're slowly preparing you for the shock of Greek Grammar.

In Chapter II we learned two things about the order of words in a Simple Active English Sentence:

Every Sentence can be divided into a S..... and a P.....

Subject and a Predicate

Every Predicate can be divided into a V... and a D..... O.....

Verb and a Direct Object

If we rearrange the words in an English sentence, we change the meaning of the sentence. For example, the Bible begins with the words, "In the beginning God created the heavens and the earth." We can rearrange the words, and the meaning is changed. "The earth created the heavens and God in the beginning."

Our earlier example sentence was "God says words." Let's have some bizarre fun with these words. Let's see what happens when we jumble their Word-Order. There are six ways to arrange these words.

- 1) "God says words."
- 2) "Words says God."
- 3) "Says words God."
- 4) "God words says."
- 5) "Words God says."
- 6) "Says God words."

Your first reaction to all but the first sentence is to declare them all nonsense. But what if you were forced to make sense out of them without rearranging the words? You would have to evaluate them according to Word-Order.

In the sentence, "Words says God," "Words" comes first, so it must be the Subject. The word "Words" sounds like it refers to more than one word. But we would expect it to say "Words *say*" not "Words *says*." Our mind will try to reconcile these differences by trying to find a sense for "Words" which refers to only one thing. "Words" could be the name of a magazine — like "Times." Or "Words" could be someone's nickname, like "Bugs" or "Butterfingers." These names look like they refer to more than one thing, but in certain sentences they refer to just one thing. "The **Times** front page says something. "**Butterfingers** says something." A person or a magazine named "Words" says something. To be specific, it says the word, "God." "Words says God."

That was a pretty complicated explanation. It was meant to show you how we understand words by their order in a sentence.

In the sentence, "Says words God," we identify "Says" as the Subject because it comes first. "Words" must be the Verb because it follows the Subject. Perhaps a person whose name is "Says" performs the action of speaking or "wording." He "words" the word "God." "Says words, 'God.'"

In the sentence, "God words says." God must be "wording" the word "says." "God words, 'says.'"

The sentence, “Words God says.” seems like an incomplete sentence in response to a question such as, “What words do you esteem the highest?” Answer: “(I esteem highest the) words God says.”

The sentence, “Says God words,” seems like an incomplete sentence responding to a question such as, “What kind of words does God say?” Answer: “(God) says (the) God (kind of) words.”

What is the point of all of this nonsense? We who speak English look to the order of the words in order to make sense out of a sentence. When we are confronted with bizarre sentences like these, we must either alter the arrangement of the words, or else we must alter the meaning of the words to fit the arrangement.

MISCELLANEOUS SYNTAX • WORD-ORDER IN A SIMPLE ACTIVE ENGLISH SENTENCE DETERMINES HOW A WORD FUNCTIONS OR BEHAVES IN THE SENTENCE.

So far, we have learned three functions for a Word in an English Sentence: 1) Subject, 2) Verb and 3) Direct Object.

Review

How a word functions in a sentence determines the Syntactical Meaning of the word. What is the Syntactical Meaning?

The meaning of a word which comes from how it is arranged in a sentence.

What do we call the simple meaning of a word, standing by itself, outside of a sentence?

The Lexical Meaning

The meaning of a word which is gathered from its larger surroundings is called its Contextual Meaning.

Contextual

The Word-Order (the way a word is arranged in a sentence) determines how a word functions in the sentence.

functions

What is a Simple Active Sentence?

A sentence in which the Subject performs the action described by the Verb.

How do we identify the Subject of a Simple Active Sentence?

The Subject is the word or words which comes first in the sentence, before the Verb, and names who or what is performing the action described by the Verb.

Give two different definitions for an English Verb.

Subjectively, a Verb is a word which directly expresses a mode of action, a change of condition, a state of existence, or an attitude of mind. Objectively, an English Verb is a word which 1) can have the suffix “ing” added to it, 2) has distinct forms in the Present time for the different Subjects: “I” and “he,” and 3) has distinct forms for the different times: Present and Past.

How do we identify the Direct Object of a Simple Active Sentence?

The Direct Object is the word or group of words which directly receives the action of the Verb, and which ordinarily follows immediately after the Verb.

What kind of Verb takes a Direct Object?

Transitive.

What is a Noun?

The name of anything that has been named.

Reader

Read Matthew 5:11a - 16c. 🐾



LESSON 11

Vocabulary

In this Lesson we finally introduce three Greek words: Θεός, λέγω, and Λόγος. Find Vocabulary Cards numbered 2316, 3004 and 3056 and follow

the Vocabulary Drill Rules described in the Introduction or on your laminated cover card.

Θεός is the Greek word for “God.” A “theist” is one who believes in God, while an “atheist” is one who believes there is no God (**α + Θεός**).

λόγος is the Greek word for “word.” It can refer to outward spoken or written words, or inward thoughts or reasons. “Theology” is from **θεολογία** or literally “a collection of words about God.”

λέγω is the Greek word for “I say.” Its original sense was “I lay in order, I gather together, I reckon.” It was used in the sense “I recollect, I read, I tell.” It is used in the New Testament in the sense of “I say, I tell, I report.” The English words “legend” and “legacy” are related to **λέγω**. A legend is a tale told. A legacy is a collection given or left to another. As you may have already suspected, the words **λόγος** and **λέγω** are directly related to each other.

Grammar

In a Simple Active English Sentence, what determines whether a word functions as a Subject or as a Direct Object?

Word-order (how the word is arranged in a sentence)

The Subject comes before the Predicate.

The Direct Object usually follows immediately after the Verb.

What I am about to tell you may seem shocking and disorienting. Read carefully. In the Greek language, Word-Order has little to do with the function of a word in a sentence. Don’t panic! Try to breathe normally. Perhaps you would like to sit down. We will take you through this gradually. You will learn to decipher a Greek sentence not by Word-Order (as in English), but by Word-Ending. That’s right, the code for the function of a word in the Greek language is not to be found in how the word is arranged in a sentence (Word-Order) but in what the word itself looks like (Word-Ending).

Do you remember our sentence, “God says words”? Well this is what it looks like in Greek: **Θεός λέγει λόγους**. “God says words”.

This is how it is diagramed:



DIAGRAM 11A

Θεός is the “Subject” form for the Greek word for “God.”

λόγους is the “Direct Object” form for the Greek word for “words.”

λέγει is the form of the Greek Verb which means “(he/she/it) says.”

In Greek, we know **Θεός** is the Subject of our sample sentence, not because **Θεός** is the first word in the sentence, but because **Θεός** ends with **-ος**. We know that **λέγει** is the Verb, not because **λέγει** follows the Subject, but because **λέγει** is a Verb and ends with **-ει**. We know **λόγους** is the Direct Object, not because **λόγους** follows the Verb, but because **λόγους** ends with **-ους**. We can jumble the words in every possible combination, and their functions will not change. All six of these sentences mean “God says words.”

- 1) **Θεός λέγει λόγους**. = God says words.
- 2) **Θεός λόγους λέγει**. = God says words.
- 3) **Λόγους Θεός λέγει**. = God says words.
- 4) **Λόγους λέγει Θεός**. = God says words.
- 5) **Λέγει Θεός λόγους**. = God says words.
- 6) **Λέγει λόγους Θεός**. = God says words.

Now prepare yourself for another shock. These six Greek sentences all mean “God says words,” but they are not identical in meaning. Though Greek Word-Order does not mean the same thing that English Word-Order means, this fact does not necessarily imply that Greek Word-Order has no meaning at all. The normal Word-Order in Greek is largely the same as in English (first Subject, then Verb, then Direct Object). But whenever anyone changes this Word-Order, the word which is “out-of-order” receives emphasis.

You know what we mean by emphasis, don’t you? In spoken English, when we want to place some importance upon a particular word, we may show emphasis by giving this word more force of volume, or higher pitch — or both force and pitch. In written English we may show emphasis by *italicizing*, underlining, **boldening**, or CAPITALIZING words. Occasionally we may play with Word-Order for emphasis, but we run the risk of being misunderstood. Because in the Greek language word-**function** is a matter of Word-**Ending**, Word-**Order** is then free to express word-**emphasis**. Here are the six Greek sentences translated into English, but with emphasis:

- 1) **Θεός λέγει λόγους**. = God says words. (no particular emphasis)
- 2) **Θεός λόγους λέγει**. = God says *words*. (emphasis on *words*)
- 3) **Λόγους Θεός λέγει**. = God says **words**. (most emphasis on **words**)
- 4) **Λόγους λέγει Θεός**. = *God* says **words**. (emphasis on *God*, most emphasis on **words**)
- 5) **Λέγει Θεός λόγους**. = God *says* words. (most emphasis on *says*)
- 6) **Λέγει λόγους Θεός**. = *God says* words. (emphasis on *God*, most emphasis on *says*)

No, we are not going to overwhelm you with the burden of learning this emphasis-by-Word-Order. We only want to introduce you to the concept of Word-Order serving a very different purpose in Greek than in English.

In English, the order in which we arrange the Subject, Verb, and Direct Object in a sentence is largely fixed. We do not have a lot of room to “play” with the Word-Order. In Greek, there is a regular order of the Subject, Verb, and Direct Object, but this order is fluid, not fixed.

In our next Lesson, we will begin to examine those Greek Word-Endings which serve the same function as our English Word-Order.

Review

What is a Language?

A system for using symbols to communicate.

What is the difference between Orthography and Phonology?

Orthography is the sight symbols of a written language. Phonology is the sound symbols of a spoken language.

What is Grammar?

The study of the elements or basic principles of a language — the way individual words are formed, the way a group of words are arranged in a sentence, and the meaning which results from this formation and arrangement.

What is a Word?

The smallest understandable division of a spoken or written language.

What is a Sentence?

A group of words which expresses a complete thought.

In order to communicate, we must have agreement not only as to the meaning of the words, but also as to the arrangement of the words.

arrangement

The order and relationship between words in a sentence we call Syntax.

Syntax

The main difference between English Grammar and Greek Grammar is that in English, Syntax is largely a matter of Word-Order, while in Greek, Syntax is largely a matter of Word-Ending.

order ending

In Greek, the role a word plays in a sentence is known by the form the word takes; while the position a word takes determines its emphasis.

form emphasis

Reader

Read Matthew 5:17a - 18e at least three times. 📖



LESSON 12

Vocabulary

There are no New Words for this Lesson. Instead, we have Review Words from the last Lesson: Θεός, λέγω, and λόγος. Follow the Vocabulary Drill Rules for Review Words.

Grammar

ENGLISH words sometimes change their form to reflect some difference in their Syntactical Meaning.

The Syntactical Meaning of a word is the meaning of that word, not standing by itself, but as it is arranged in a sentence.

arranged in a sentence.

Some English words change their *ending*:

end — ends — ended — ending — endings.

Some English words change their *beginning*:

allude — collude — delude — interlude — postlude — prelude.

Some English words change their *inner spelling*:

sing — sang — sung.

Some English words change their *whole spelling* altogether:

I — we — me — us — my/mine — our/ours.