

**A Reading Course  
in  
Homeric Greek**

**BOOK 1**

**Third Edition, Revised**



# **A Reading Course in Homeric Greek**

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**Third Edition, Revised**

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*Focus* Publishing  
R. Pullins Company  
Newburyport, MA 01950

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ISBN 1-58510-097-8

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# On Using This Book

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## Structure of the Course

The entire book is scientifically built up on the basis of a complete statistical tabulation of just what forms, rules, and words *actually occur in the text* which will be read in this course. As a result, emphasis is distributed according to the degree of frequency with which each particular item will be met during the two years' work. Grammar and vocabulary are thus streamlined, that the efforts of the class may be directed efficiently to matters which are actively important for reading the Homeric text.

Only those principal parts of verbs, and only those special forms of  $\mu\iota$  verbs are assigned which actually occur at least three times in the readings from Homer in this course. Thus the *memory burden is greatly reduced*, with no unneeded items included, yet is fully adequate for reading the selections from Homer provided.

These items cover, at the same time, the essentials of Homeric and Greek grammar, thus providing a solid foundation for further reading in Homer or in other Greek authors. Nevertheless, the student who cannot go on in Greek beyond the present course will find satisfaction in having repeatedly seen and used within the course itself every principle that he has learned. The book, then, forms a unit in itself, offering material of intrinsic worth and interest; it is not merely a preparation for something else.

## Reading Real Greek

In the first sixty lessons, the Readings are all actual quotations from various authors over the whole range of Greek literature. The quotations have, where necessary, been simplified or adapted to fit a limited vocabulary and syntax and the Homeric dialect, but they remain faithful to the original thought. These selections thus provide a certain contact with writers other than Homer, and with general Greek thinking. Already by Lesson 11 you will be reading real Greek!

The Homer readings are held off until the student has the key forms, rules, and words well in hand. Reading Homer thus becomes easy—most of the language is already familiar, while any new forms or words are explained as they come up, when needed.

The heavy work of the course, held to its statistically verified minimum of forms, rules, and words needed to read the Homer selections provided, is concentrated in the first quarter of the program (first sixty lessons); the remaining three quarters are then fun—“downhill,” “cashing in” on the wealth of forms and vocabulary accumulated in the first sixty lessons. Meanwhile the short Readings from other Greek authors are an early reward for the grammar and vocabulary being progressively learned.

The text of Homer himself is over ninety-nine percent unaltered. Where an especially rare or troublesome form has been reduced to simpler terms, the change is always strictly in accord with Homeric usage. Care has been taken to include in the selections read those passages on which Vergil draws in the *Aeneid*, Bk. 1, 2, 4, 6.

## A Reading Course in Homeric Greek

### Lesson Design

It should be noted that the exercises entitled TRANSLATE and PUT INTO GREEK all drill on the matter just learned, and that the English sentences headed WRITE IN GREEK always draw exclusively on review grammar, not on the forms or syntax first seen in that day's lesson.

Everything learned is constantly reused and thus kept active as the course progresses.

In general, with classes of fifty minutes, the Lessons are designed to be taken one a day, with a class free every eight or ten days for thorough and detailed vocabulary review. However, Lessons 16, 21, 29, 35, 45, and 83 are intended to take two class periods apiece, while Lessons 59 and 60, general review of the first sixty lessons, will each supply matter for three days' class, if desired. Many of the easier lessons, especially from Lesson 61 on, can be covered two to a class. Where class periods are longer than fifty minutes, more than one lesson can be taken, as the teacher judges feasible.

— R.V. Schoder  
V.C. Horrigan

## REVISED EDITION

### Why this revised edition

Approaching the learning of Ancient Greek through Homeric Greek makes particular sense for the student of today, who often has only a year or two to spend on the study of Greek. Homeric Greek is somewhat simpler syntactically than Attic Greek, so that reading with some proficiency and even pleasure is attainable within that abbreviated time-span. Moreover, of all the ancient texts still read today, certainly none is more widely read or enjoyed than Homer's *Odyssey*; students are often drawn to the study of the Greek language by their experience with Homer in translation. Yet the extant Homeric Greek textbooks were not written for today's student; they assumed familiarity with grammatical terminology and syntactical concepts that are no longer covered in the educational curriculum.

### What has been changed

Schoder and Horrigan's *Reading Course in Homeric Greek* had several virtues which kept me returning to it year after year for my own Greek classes. First, it is organized around the verb system, proceeding in the order of the six principal parts from the present system through the aorist passive system. This logical arrangement seems to convey to the student the "big picture" of the Greek grammatical system more effectively than any other I have tried. Second, the book is, compared to other Greek texts available now, quite concise; it is possible to cover the material in it in the allotted meeting times, without skipping over readings and longer explanations. Finally, and most importantly, it is a gratifying course, because it relatively quickly prepares the student to read something they will certainly enjoy—the Lotus Eaters and Cyclops episodes from Book 9 of the *Odyssey*.

There were some weaknesses in the text that I have tried to address in this revised edition. Based on my experience using Schoder and Horrigan's text, I have added fuller explanations of syntactical concepts where the original edition's versions seemed too thin for today's students. Paradigms have been labeled clearly; participle and adjective paradigms have been declined in full.

I have also included, early in the text, explicit explanations of grammatical terminology. But I have striven to keep the book from becoming a very long book, since I find that shorter texts work better in today's teaching schedules and with today's students. Other changes and additions include:

- Self-correcting review exercises for the non-review lessons from Lesson 10-54. These exercises offer extra drilling of and basic practice with new morphology and syntax, on the model of Wheelock's excellent self-correcting exercises at the back of his Latin textbook.
- New and updated essays. Essays on topics related to the Homeric poems, including oral composition, social and political organization, folktales, and the Geometric style, have been added. Some of the essays from the original edition have been updated and expanded. In addition, the essays are presented in a more logical order. Essays focused on Homer are placed in earlier chapters of the third unit (on the *Odyssey*), followed in roughly historical sequence by the essays on other authors, genres and topics.
- Expanded and updated Notes and Commentary on the *Odyssey*. Notes have been augmented with more detail and cross-references to grammatical explanations elsewhere in the book. The Commentary has been re-written and updated.
- The text of the *Odyssey* now follows the highly regarded text of P. von der Muehll (Basel 1962). I have adopted the readings currently most widely accepted by scholars, and have included notes where necessary to explain unfamiliar forms.
- Sentences and Passages from the Septuagint have been added to the Readings. One strength of Schoder and Horrigan's book was its ample inclusion of New Testament and early Christian Greek authors in the Readings. I have added to these some passages from the Septuagint, the Greek translation of the Hebrew Torah. One of the new essays also briefly introduces the Jewish and Christian literature written in Koine.
- New information has been added to the Greek-English Vocabulary at the end of the book. Students will now find in parentheses the lesson in which a word was first introduced. In addition, here and in the Memorize sections of the Lessons I have written out the full genitive of third declension nouns, instead of just the genitive endings. Many of the entries have been reorganized for greater clarity. Other information about peculiarities of usage has been added where appropriate.
- Two new indices have been added. The grammatical index and a general index at the back of the book should, if used in conjunction with the Table of Contents and the Vocabularies, help students locate information within the book.

—L. Collins Edwards, 2004

# Abbreviations

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<b>acc.</b>	accusative	<b>m.-p.</b>	middle-passive
<b>act.</b>	active	<b>n.</b>	neuter
<b>adj.</b>	adjective	<b>neg.</b>	negative
<b>adv.</b>	adverb	<b>no.</b>	number
<b>aor.</b>	aorist	<b>nom.</b>	nominative
<b>comp.</b>	comparative	<b>obj.</b>	object
<b>conj.</b>	conjunction	<b>opt.</b>	optative
<b>conjg.</b>	conjugation	<b>pass.</b>	passive
<b>cp.</b>	compare	<b>pers.</b>	person
<b>dat.</b>	dative	<b>pf.</b>	perfect
<b>decl.</b>	declension	<b>pl.</b>	plural
<b>def.</b>	definite	<b>plpf.</b>	pluperfect
<b>f.</b>	feminine	<b>prep.</b>	preposition
<b>fut.</b>	future	<b>pres.</b>	present
<b>gen.</b>	genitive	<b>pron.</b>	pronoun
<b>gend.</b>	gender	<b>ptc.</b>	participle
<b>impf.</b>	imperfect	<b>rel.</b>	relative
<b>impt.</b>	imperative	<b>sg.</b>	singular
<b>ind.</b>	indicative	<b>sub.</b>	subject
<b>indecl.</b>	indeclinable	<b>subj.</b>	subjunctive
<b>indef.</b>	indefinite	<b>supl.</b>	superlative
<b>inf.</b>	infinitive	<b>sys.</b>	system
<b>interr.</b>	interrogative	<b>trans.</b>	transitive
<b>intr.</b>	intransitive	<b>vb.</b>	verb
<b>irreg.</b>	irregular	<b>voc.</b>	vocative
<b>m.</b>	masculine	<b>w.</b>	with
<b>mid.</b>	middle	<b>+</b>	followed by, with

# Lesson 1

## The Forms and Sounds of the Greek Alphabet

### 1. THE GREEK ALPHABET

<i>LETTER</i>		<i>NAME</i>	<i>PRONUNCIATION</i>	<i>GREEK EXAMPLE</i>
A	α	alpha	drama	δρα-μα
B	β	beta	biography	βι-ος
Γ	γ	gamma	ganglion	γαγ-γλι-ον
Δ	δ	delta	democracy	δη-μος
E	ε	epsilon	epidemic	ε-πι
Z	ζ	zeta	adze	τρα-πε-ζα
H	η	eta	they	αθ-λη-της
Θ	θ	theta	theology	θε-ος
I	ι	iota	physique	φυ-σι-κος
K	κ	kappa	cosmic	κοσ-μος
Λ	λ	lambda	logic	λο-γος
M	μ	mu	meter	με-τρον
N	ν	nu	nectar	νεκ-ταρ
Ξ	ξ	xi	climax	κλι-μαξ
O	ο	omicron	osteopath	οσ-τε-ον
Π	π	pi	planet	πλα-νη-της
P	ρ	rho	crisis	κρι-σις
Σ	σ, ς	sigma	sophist	σο-φισ-της
T	τ	tau	technical	τεχ-νι-κος
Υ	υ	upsilon	rule, put	ψυ-χη, υπ-νος
Φ	φ	phi	graphite	γρα-φω
X	χ	chi	chaos	χα-ος
Ψ	ψ	psi	apse	α-ψις
Ω	ω	omega	ode	ω-δη

### 2. NOTES

- There are five vowels in Greek, and these five vowels represent five short vowel sounds and five corresponding long vowel sounds. Two of the Greek vowels are always long (η, ω), two are always short (ε, ο), while the rest (α, ι, υ) can be either long or short. Long vowel sounds were held longer than short.

## A Reading Course in Homeric Greek

<i>Long vowels:</i>	<i>Short vowels:</i>
α	α
η	ε
ι	ι
ω	ο
υ	υ

- b. If the α is long, it sounds like the first **a** in ‘drama’; if short, like the second **a**.
- c. If the ι is long, it sounds like the **i** in ‘physique’; if short, like the **y**.
- d. If the υ is long, it sounds like the **u** in ‘rule’; if short, like the **u** in ‘put’. Or it may be sounded more like an English vowel **y**—if long, like the **y** in ‘philosophy’, if short like the **i**.
- e. γ is always hard, as in ‘go’, never soft as in ‘gem.’ Before κ, γ, χ, ξ it has the sound of English *ng* (as in ‘ganglion’).
- f. ς is used at the end of words; otherwise σ (e.g. λυσίς).
- g. Distinguish carefully the sounds of α and ο. The α should be sounded like the English word *Ab!*, the ο like *awe*.
- h. θ and φ were not originally pronounced as English *th* and *ph*, but were closer to our *t* and *p* — they were “aspirated,” i.e., ‘stop’ consonants (like *t* and *p*) followed by a puff of air.

### 3. PRONOUNCE AND COPY CAREFULLY IN GREEK

- |                     |                    |
|---------------------|--------------------|
| 1. φι-λο-σο-φι-η    | 12. πο-λι-τι-κος   |
| 2. δι-α-λο-γος      | 13. α-ρω-μα        |
| 3. μι-κρο-φω-νος    | 14. αμ-φι-βι-ος    |
| 4. φωσ-φο-ρος       | 15. στρα-τη-γι-κος |
| 5. α-να-λυ-σις      | 16. α-γω-νι-η      |
| 6. πνευ-μο-νι-η     | 17. αρ-χι-τεκ-των  |
| 7. δρα-μα-τι-κος    | 18. ορ-χησ-τρα     |
| 8. σκε-λε-τον       | 19. με-λαγ-χω-λι-η |
| 9. θε-α-τρον        | 20. πο-λυ-γω-νον   |
| 10. βαπ-τισ-μα      | 21. γυμ-να-σι-ον   |
| 11. μα-θη-μα-τι-κος |                    |

# Lesson 2

## The Greek Diphthongs And Their Sounds How To Divide Greek Words Into Syllables

### 4. DIPHTHONGS

The Greek vowels are: α, ε, η, ι, ο, ω, υ. When two of these vowels combine to produce one continuous sound, the combination is called a diphthong. (δι- double, φθόγγος sound)

<i>DIPHTHONG</i>	<i>SOUND</i>	<i>EXAMPLE</i>
αι	ai in <i>aisle</i>	βι-αι
αυ	ow in <i>cow</i>	αυ-τος
ει	ei in <i>eight</i>	ει-πον
ευ	ε + υ	Ζευς
ηυ	η + υ	ηυ-ρον
οι	oi in <i>oil</i>	οι-κος
ου	oo in <i>soon</i>	ου-δεν
υι	we in <i>weak</i>	υι-ος

### 5. IOTA SUBSCRIPT

When the vowel ι follows η, ω, and long α it is usually written and printed beneath them instead of after them:

ηι is written η

ωι is written ω

αι is written α

This iota is called **iota subscript**. In our modern standard pronunciation of Ancient Greek, the iota subscript is not pronounced.

The practice of subscribing the iota is not earlier than the twelfth century A.D. In the eighth century B.C. (the century in which “Homer” is usually placed) and in the Classical period, iota after η, ω, and long α would have been pronounced as well as written on the line (**iota adscript** e.g., βίηι rather than βίη). By the first century B.C., when the iota after η, ω, and long α was no longer pronounced, it began to be sometimes omitted in writing as well.

With capital letters, the iota after η, ω, and long α is written on the line, e.g., ΒΙΗΙ for βίη.

## A Reading Course in Homeric Greek

### 6. SYLLABLES

- a. A word has as many syllables as it has vowels or diphthongs.
- b. A single consonant between two vowels or diphthongs is pronounced with the following vowel or diphthong. But a final letter of a preposition in compound words stays with the preposition, never going with the following word.
- c. Two consonants are usually split, except τρ and γρ. For practical purposes, however, it is sufficient to follow the English method of syllable division. Thus: α-λη-θει-η, φι-λε-ο-με-νη, παρ-ο-δος, αι-ει, θα-λασ-σα, πε-τηρη, υ-γρος, ερ-γον.

### 7. EXERCISE

Write out, dividing properly into syllables:

- |                 |                 |
|-----------------|-----------------|
| 1. τανταλιζω    | 12. μηχανικος   |
| 2. αιων         | 13. μητροπολις  |
| 3. αστρονομιη   | 14. συμμετριη   |
| 4. φαλαγγος     | 15. κατα-στροφη |
| 5. λαβυρινθος   | 16. δια-γραμμα  |
| 6. συλλαβη      | 17. ελαστικος   |
| 7. μετα-φορη    | 18. θησαυρος    |
| 8. γεωμετριη    | 19. μονοτονος   |
| 9. μεθοδος*     | 20. τροπαιον    |
| 10. αριθμητικος | 21. μονοπωλη    |
| 11. επι-ταφιον  |                 |

\*μεθ- is from the preposition μετα-

# Lesson 3

## How to Stress Greek Words

### 8. STRESS AND PITCH

- a. In English, and most modern languages, stress is placed on one syllable of a word (e.g., *noth-ing*, *ma-tu-ri-ty*). In Ancient Greek, instead of increased stress, one syllable of most words was given a slightly different musical **pitch**. The accent marks you see over printed Greek indicate the sort of variation in pitch required for each word; the next lesson will give you a brief introduction to pitch marks. However, it is standard practice for English speakers today simply to stress the accented syllable of an ancient Greek word.
- b. As was suggested in Section 2 above, the Greeks did observe the **quantity** of syllables, always prolonging in pronunciation those syllables that are ‘long’ and running over more rapidly those that are ‘short’. To the modern ear this resembles a sort of emphasis on the prolonged syllable, and it is the basis for metrical pronunciation of Greek poetry. Here is the basic rule for determining the quantity of a syllable:

A syllable is **long by nature** if it contains a long vowel or diphthong (Section 2). It is **long by position** if its vowel is followed by two consonants or by a double consonant. There are three double consonants: ζ (= dz), ξ (= ks), and ψ (= ps).

### 9. NOTE

Where a short syllable would take one beat of a musical metronome, a long syllable would extend over two beats. To attempt to preserve the quantity of Greek syllables may be impractical or merely beyond the limits of your patience at this point in the course. However, you may find it more pleasant to attempt once you have studied Homeric meter and are reading the Homer selections later in this book, where the distinctive rhythmic pattern is based on the sequence and interrelationship of long and short syllables.

### 10. DRILL

Pronounce any syllable with a pitch mark with a slight stress.

- |              |               |
|--------------|---------------|
| 1. βάπτισμα  | 9. ρυθμός     |
| 2. διάλογος  | 10. γυμνάσιον |
| 3. λωτός     | 11. θέατρον   |
| 4. Κύκλωψ    | 12. γεωμετρία |
| 5. ἄρωμα     | 13. θησαυρός  |
| 6. πολύγωνον | 14. φάλαγξ    |
| 7. πολιτικός | 15. μετα-φορή |
| 8. οἶνος     |               |

# Lesson 4

## Names of the Greek Letters The Meaning of Breathings and Pitch Marks

### 11. ALPHABET NAMES

ἄλφα	ζῆτα	λάμβδα	πῖ	φῖ
βῆτα	ἦτα	μῦ	ῥῶ	χῖ
γάμμα	θῆτα	νῦ	σίγμα	ψῖ
δέλτα	ἰῶτα	ξῖ	ταῦ	ῶ μέγα
ἔ ψιλόν	κάππα	ὀ μικρόν	ῦ ψιλόν	

### 12. BREATHINGS

Every Greek word beginning with a vowel or diphthong must have a **breathing mark**. The rough breathing ( **´** ) shows that *h* is to be sounded with the initial vowel or diphthong. The smooth breathing ( **˘** ) means that *h* is not to be pronounced. The breathing is written directly above the initial vowel, but if a diphthong begins the word it is written above the second vowel of the diphthong (αἰῶν).

Initial ρ always has the sound of *rh*; consequently, it is always written with a rough breathing (ῥ).

### 13. PITCH MARKS

Ancient Greek was a musical language. Besides the effect of long and short syllables on the sound pattern of words and sentences, there was also, as we have noted, a musical variation in tone or pitch of voice—a rising and falling of tune level. It is impractical, and unnecessary, for us today to try to recapture this subtle quality of spoken Greek.

The marking of pitch by special signs was introduced only very late, around 200 B.C. apparently by the great scholar and librarian Aristophanes of Byzantium, as an aid to Romans and other foreigners learning Greek. Only much later yet, around the second century A.D., did it become common to write these **pitch marks** on all manuscripts. The symbols used are:

´	Acute accent	indicating a rising tone.
˘	Grave accent	indicating a falling tone.
˜	Circumflex accent	a combination of Acute and Grave, a rising and then falling of pitch in the same syllable.

These symbols had nothing to do with stress; they did not mean that the syllable over which they were written was given more emphasis of voice than other syllables in the word. Their very design clearly represented rising, falling, or rising then falling of the

voice: its level of pitch or tone, not of strength or stress. This is further evident from the name of these marks: προσῳδία (musical accompaniment) and the Latin equivalent: *accentus* ('singing along with')—from which our word 'accent' is descended. Only long after the Classical period of Greek literature, around the first century A.D., did the syllable bearing the pitch-mark also come to be stressed more than the others: what we mean by 'accent' today. Medieval and modern Greek stresses syllables bearing the pitch-mark, and, as we have noted, it is standard for modern readers of Ancient Greek to do so as well. Yet, as we shall see in our reading of Homer, the written pitchmarks or 'accents' have no effect on the metrical pattern of poetry and are universally ignored in connection with the poetic rhythm even by those who treat them in prose as indicating stress.

You and your teacher may prefer to postpone learning the complicated rules governing the kind and position of the pitch-marks until later in the year. (The rules are given, for reference, in Appendix C at the back of the book.) But the pitch-marks will be written on all Greek words in this course, as is common practice. Besides, in a very few cases, the pitch-mark differentiates between words which are otherwise identical in spelling, e.g., ἄλλα ('other things'), ἀλλά ('but'); εἶμι ('I will go'), εἶμί ('I am'); τίς ('who?'), τις ('someone'). And since the circumflex may stand only over a long vowel (or diphthong), it helps us recognize that the vowel is long when this is not otherwise clear.

#### 14. EXERCISE

Write out in Greek the names of all the letters of the alphabet, including pitch marks. Memorize them, in sequence.

Write in full the Greek alphabet (letters, not names!) ten times, spacing in fives. Thus: αβγδε, ζηθικ, etc. Memorize the sequence.

# Lesson 5

## Greek Punctuation. Review of Lessons 1-4

### 15. PUNCTUATION MARKS

Greek has four marks of punctuation:

- , comma, as in English.
- . period, as in English.
- a point above the line, equivalent to both the colon and semicolon in English.
- ; question mark, which is the same in form as the English semicolon.

### 16. DRILL

Copy in Greek, dividing into syllables and encircling the syllable to be stressed according to Section 8.

- |                |              |
|----------------|--------------|
| 1. ἵπποπόταμος | 10. ὁμοῖος   |
| 2. ῥινοκέρως   | 11. ἀρμονίη  |
| 3. ψυχὴ        | 12. ὀφθαλμός |
| 4. ἀρχή        | 13. ὑπερβολή |
| 5. ἄνθρωπος    | 14. χρόνος   |
| 6. ῥυθμός      | 15. φωνή     |
| 7. ῥευματισμός | 16. ἱστορίη  |
| 8. ξεῖνος      | 17. εὐδήσω   |
| 9. σύμ-πτωμα   | 18. ὑψηλός   |

### 17. EXERCISE

Copy these English sentences, punctuating them with the proper Greek punctuation marks:

- How are you George
- He came however it was too late
- Who did this Did you Or did Jim
- Review the following pronunciation syllabification stress breathings and punctuation

# Lesson 6

## A Preview of the Greek Declensions

### 18. THE CASES AND THEIR USE AND MEANING

Greek, like Latin, is an **inflected** language—its words have different endings added to their basic stem as a way of indicating their grammatical function and relationship to other words in a clause. The inflection of nouns (words for names of persons, places, things, etc.), and adjectives (words describing nouns), is called **declension** and nouns and adjectives are said to be **declined** as they change their endings. The inflection of verbs (words for actions, or states of being) is **conjugation**, and verbs are said to be **conjugated** as they change their endings. Participles, which are verbal adjectives, are declined like nouns and adjectives. Adverbs (words which describe verbs, adjectives, other adverbs, etc.) are not declined or conjugated.

The different endings which are attached to the stem of nouns and adjectives as they are declined are called **case endings** and the noun or adjective is said to be in a particular **case** according to the ending it shows. Thus, for example, the noun meaning “force” is spelled βίη in one case, but βίης in another. βίη is in the **dative case**, and means “by force” whereas βίης is in the **genitive case** and means “of force.”

Pronouns provide the closest parallel in English to the Greek case system. For example, “they” must be the subject of a clause, while “them” must function as some sort of object, either of a verb or of a preposition; “their” shows possession. In general, however, word order and prepositions rather than inflection show the syntactical role of a noun or adjective in English:

*Murray gave Tucker a big carrot.*

In this sentence, the **subject** (Murray), **direct object** (carrot), and **indirect object** (Tucker) of the verb are identifiable only thanks to word order. Even the **adjective** (big) modifying “carrot” is identifiable as such because of its placement. The sentence could also be written *Murray gave a big carrot to Tucker*, where the preposition “to” helps to identify the indirect object. But in Greek, the order of words in a sentence such as this one would not indicate their syntactical roles, which would instead be marked by their endings.

Omitting the **vocative** (for direct address; treated Lesson 57), there are in Greek four cases (that is, classes of endings):

- a. **Nominative:** indicating the *subject* of a verb (e.g., ‘the *water* flows’, ‘the *water* is heated by the fire’).
- b. **Genitive:** indicating *source, possession, separation*, with basic meanings ‘of’, ‘from’, but many other special relations and functions: ‘water *of the Nile*’ (Gen. of source)  
‘a temple *of stone*’ (Gen. of material)  
‘a temple *of Apollo*’ (Gen. of possession)

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'a jar <i>of wine</i> '	(Gen. of contents)
'six <i>of the men</i> '	(Partitive Gen.)
'We ceased <i>from work</i> .'	(Gen. of separation)
'They came <i>from Troy</i> .'	(Gen. of place from which)
'during the time <i>of winter</i> '	(Gen. of time during which)
'nowhere in all <i>of the land</i> '	(Gen. of place within which)
'my love <i>of my mother</i> '	(Objective Gen.)
' <i>my mother's</i> love for me'	(Subjective Gen.)
'He is younger <i>than his brother</i> .'	(Gen. of comparison)
'a march <i>of seven days</i> '	(Gen. of extent)
'He is worthy <i>of a large gift</i> .'	(Gen. of price)

- c. **Dative:** indicating *reference, place, means*, with basic meanings 'to', 'for'; 'in', 'on'; 'by', 'with' and other special relations and functions:

'He gave the shield <i>to me</i> .'	(Dat. of indirect object)
'They built this house <i>for me</i> .'	(Dat. of reference)
'He grieved <i>in his heart</i> .'	(Dat. of place where)
'They came <i>on the fifth day</i> .'	(Dat. of time when)
'He was struck <i>by a rock</i> .'	(Dat. of means)
'They came <i>with a loud shout</i> .'	(Dat. of manner/accompaniment)
'dangerous <i>because of its speed</i> .'	(Dat. of cause)
'Let us fight <i>along with him</i> .'	(Dat. of association)
'This was done <i>by us</i> .'	(Dat. of agent)
'There is no cover <i>to the box</i> .'	(Dat. of possession)
'She was younger <i>by six years</i> .'	(Dat. of degree of difference)
'The story was <i>for me</i> very sad.'	(Ethical Dat.)
'Aeolus gave gifts to him <i>in friendship</i> .'	(Dat. of interest/benefit)

- d. **Accusative:** used as the *direct object of verbs*, indicating the *object* or *receiver* of an action. Also indicates that in *regard to which* something is true, and expresses the concept of *motion toward, extent of space, or time*:

'He killed <i>the lion</i> .'	(Acc. of direct object)
'They fought a <i>hard fight</i> .'	(Cognate acc.) (the noun has a meaning closely related to that of the verb)
'He was swift <i>of foot</i> (= <i>in regard to feet</i> ).'	(Acc. of respect)
'They came <i>the quickest way</i> .'	(Adverbial acc.)
'They came <i>to the cave</i> .'	(Acc. of place to which)
'We marched <i>ten days/ten miles</i> .'	(Acc. of extent of time or space)
'The messenger spoke <i>to the king</i> .'	(Acc. with. verbs. of speaking)
'They considered <i>him</i> to be a fool.'	(Acc. in indirect statement)
'They asked <i>him</i> (for) <i>food</i> .'	(Double acc.)

*Note:* Some of the meanings given above for genitive, dative, and accusative are conveyed by the case ending itself; but some are conveyed by a preposition, which in turn "takes" a particular case. Sometimes one preposition will have different meanings, depending on the case of the noun that follows it. Examples are seen in Section 19 below and in later lessons.

## 19. MEMORIZE

- ἀπό [prep. + gen.] away from, from  
 γάρ [conj.; never first word] for  
 ἐκ [ἐξ before vowels] [prep. + gen.] out of  
 καί [conj.] and; even, also  
 σὺν [prep. + dat.] with  
 ἐν [prep. + dat.] in, on, among  
 ἐπί [prep. + gen.] upon  
 [prep. + dat.] on, at, beside  
 [prep. + acc.] to, towards; after [in search or attack]  
 ὑπό [prep. + gen.] from under; under the influence of, = by [personal or impersonal agent]  
 [prep. + dat.] under [at rest]  
 [prep. + acc.] under [motion to]

## 20. DRILL

Which construction of the dative is exemplified by the italicized words in the following?

1. He was wounded *by a spear*.
2. They built *him* a house.
3. He died *last month*.
4. I fought *with great bravery*.
5. They offered *me* a reward.
6. The gods dwell *in heaven*.
7. Apollo gave *him* strength.
8. Will Odysseus give some wine *to Polyphemus*?
9. Accomplish *for me* this wish.
10. Grant *me* this prayer.
11. May he atone *with tears*.
12. You are hateful *to me*.
13. Stand *on the highest peak*.
14. Do *me* this favor.
15. There is no depth *to him*.
16. I helped *with words and hands*.
17. They took him away *with a cry*.
18. He lived *in Ithaca*.
19. I will not fight *with you*.
20. He angered me *by his pride*.

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### 21. EXERCISE

Write original sentences illustrating six different uses of the genitive and accusative. Underline and identify by name each construction.

### 22. PREPOSITION USE

For the sake of clarity, or to express relationships not indicated by the cases alone, prepositions are used. In the following sentences, indicate what preposition with which case you would use to express the italicized words in Greek. Refer to Section 19.

1. They came *towards the city*.
2. Release them *from under the yoke*.
3. She came *out of the palace*.
4. Drive the cattle *upon the ship*.
5. My father is *in the city*.
6. He was killed *by Odysseus*.
7. He sank *under the sea*.
8. Odysseus swam *from the ship*.
9. He lay *on the raft*.
10. The king came *with many followers*.
11. He slept *under the trees*.
12. The ship was lifted *by the waves*.

# Lesson 7

## The First Declension in -η

### 23. ENDINGS

In Section 18 we saw that the change in endings of nouns and adjectives is called **declension**. But there are three different patterns according to which Greek noun- and adjective-endings change, and each of these patterns is called a declension. Each noun follows only one of these patterns, and is said to “belong to” either the **first**, **second** or **third declension**. Adjectives, as we shall see a little later, generally belong to more than one declension.

Within a declension, there are sub-classes. There are two are classes of nouns, adjectives and participles in the first declension: Those ending in -η, and those ending in -α.

Nouns, adjectives, participles in -η add these endings:

	<i>Sg.</i>	<i>Pl.</i>
N.	-η	-αι
G.	-ης	-αων
D.	-η	-ησι
A.	-ην	-ας

Thus βίη *force* is declined:

	<i>Sg.</i>	<i>Pl.</i>
N.	βίη	βίαι
G.	βίης	βιάων
D.	βίη	βίησι, βίης
A.	βίην	βίας

### 24. GENDER

All first declension nouns ending in -η and -α are **feminine in gender**. It is important to understand that gender as used here is a purely grammatical category which does not coincide with sex, even though, in general, words that refer to living things will be of the same grammatical gender as the sex of the living thing. Yet, nouns that refer to inanimate things without sex still possess grammatical gender in Greek. For example, our first declension paradigm noun, βίη, is grammatically feminine, even though the referent of “force” has no gender.

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### 25. MEMORIZE

- ἀληθείη, -ης [f.] truth  
ἀρετή, -ῆς [f.] manliness, virtue  
βίη, -ης [f.] force  
δίκη, -ης [f.] justice; custom  
εἰρήνη, -ης [f.] peace  
καλή, -ῆς [f. adj.] beautiful, noble  
πέτρα, -ης [f.] rock  
ψυχή, -ῆς [f.] soul; life

### 26. TRANSLATE

1. καλάων ἀρετάων
2. ἐν ἀληθείῃ
3. ὑπὸ πέτρῃσι
4. ἀπὸ ψυχῆς καλῆς
5. ἐξ εἰρήνης
6. ἐπὶ πέτρας
7. εἰρήνη ψυχῆ
8. ἀρεταὶ ἐν καλῆσι ψυχῆσι
9. ἐπὶ γὰρ πετράων
10. δίκη καὶ εἰρήνη

### 27. PUT INTO GREEK

- |                             |                |
|-----------------------------|----------------|
| 1. in peace                 | 6. in the soul |
| 2. for the noble soul       | 7. by force    |
| 3. upon the beautiful rocks | 8. of souls    |
| 4. with justice             | 9. by virtues  |
| 5. the truths (as object)   | 10. of truth   |

### 28. WORD STUDY

There are over 500,000 English words that have been taken over by our language from Greek! Most of these are technical terms in the sciences, but very many are common words of daily life which an educated person is expected to know and be able to use correctly. In this book, the most useful common words derived from the Greek vocabulary of each lesson will be listed in a special section of the lesson called Word Study. Use these word studies to a double advantage: to help you remember the meaning of the Greek words themselves, and to build up your personal English vocabulary for reading and expression. Careful attention to this part of the lesson day by day will bring the substantial reward of a steadily expanding knowledge of important English words; and you will know why they mean what they do, since you will have

traced them back to their origin. See if you recognize the following from the vocabulary above:

IRENIC, IRENE — SALTPETER — PSYCHIC, PSYCHOLOGY (from ψυχή soul, + λόγος account, study, word).

# Lesson 8

## The First Declension in -α

### 29. ENDINGS

Some nouns, adjectives and participles in the first declension have α in the nominative and accusative singular, instead of η. Feminine nouns, adjectives, and participles in -α add these endings:

	<i>Sg.</i>	<i>Pl.</i>
N.	-α	-αι
G.	-ης	-αων
D.	-η	-ησ(ι)
A.	-αν	-ας

Thus γαῖα *earth* is declined:

	<i>Sg.</i>	<i>Pl.</i>
N.	γαῖα	γαῖαι
G.	γαίης	γαίαων
D.	γαίη	γαίησι, γαίης
A.	γαῖαν	γαίας

### 30. OMISSION OF VERB

Sometimes no verb is expressed in a Greek sentence. In such cases, *is* or *are* must be understood.

E.g. πέτραι καλαί. *The rocks (are) beautiful.*  
δικη ἀρετή. *Justice (is) a virtue.*

(Notice the period! It indicates a complete sentence.)

### 31. MEMORIZE

ἀλλά	[conj.] but
γαῖα, -ης	[f.] earth, land
δόξα, -ης	[f.] opinion; glory
ἡδεῖα, -ης	[f. adj.; m. and n. to be introduced later] sweet, pleasant
θάλασσα, -ης	[f.] sea
μὲν.....δὲ	[correlative particles marking contrast] indeed ... but; on the one hand....on the other; δέ [without μὲν] but, however; and
οὐ	[οὐκ before smooth breathing, οὐχ before rough breathing] not, no

οὔτε and not, nor [following a negative clause]  
 οὔτε.....οὔτε neither .... nor

### 32. TRANSLATE

1. ὑπὸ θάλασσαν
2. ἡδεῖα ἀλλὰ οὐ καλή
3. ἐπὶ γαίῃ
4. ψυχὰι καλαί
5. ἀληθείῃ ἀρετῇ ψυχῆς.
6. γαίῃ μὲν, οὐ δὲ θαλάσση
7. εἰρήνῃ ἡδεῖα ψυχῆ.
8. δόξα μὲν, οὐ δὲ εἰρήνῃ.
9. εἰρήνῃ σὺν δίκῃ
10. ὑπὸ γαίης

### 33. PUT INTO GREEK

1. on land and on sea
2. noble glory
3. Glory is sweet.
4. not beautiful and not pleasant
5. from the sea to the land
6. Truth and justice are virtues of the soul.
7. force indeed, but not justice
8. by noble souls
9. of truth
10. Justice is the rock of peace.

### 34. WORD STUDY

DOXOLOGY (a hymn in praise of God, as the Gloria in the Mass); —  
 GEOGRAPHY (γράφω I draw; a drawing or description of the earth); — UTOPIA  
 (τόπος place; 'no-place', an imaginary idealized land or world, from St. Thomas  
 More's famous book *Utopia*).

# Lesson 9

## Review of The First Declension

### 35. NOTE

All feminine nouns of the first declension, and the feminine of all adjectives and participles, are declined as βίη or γαῖα. If their nominative singular ends in -η, they follow the declension of βίη. If in -α, they follow γαῖα.

N.	βίη	βίαι	γαῖα	γαῖαι
G.	βίης	βιάων	γαίης	γαιάων
D.	βίῃ	βίησ(ι)	γαίῃ	γαίησι(ι)
A.	βίην	βίας	γαῖαν	γαίας

### 36. MEMORIZE

ἀγαθή, -ῆς	[f. adj.] good, brave
αἰεῖ	[adv.] ever, always, forever
ἀνάγκη, -ης	[f.] necessity, need
ἀρχή, -ῆς	[f.] beginning
δή	[adv.] clearly, indeed
νῦν	[adv.] now, at the present time
οὕτως	[adv.] thus, in this way, so
φωνή, -ῆς	[f.] voice, sound

### 37. TRANSLATE

1. ἐξ ἀγαθῆς ἀρχῆς
2. φωνῆ καλῆ
3. ἀρεταὶ δὴ ἀνάγκη ψυχάων.
4. γαῖα ἀγαθή.
5. ἀρεταὶ δὴ ἀνάγκη
6. ἐξ ἀληθείης ἀρχὴ δόξης.
7. ἐν ἀρχῇ
8. νῦν δὲ ἀνάγκη εἰρήνης.
9. δίκη αἰεὶ ἀγαθή.
10. οὕτως ἀγαθῆσι ψυχῆσι αἰεὶ εἰρήνη.

**38. PUT INTO GREEK**

1. Peace with justice is always a necessity.
2. by necessity
3. Sweet is the voice of the sea.
4. The beginnings of virtue are not always sweet.
5. Necessity is sweet.
6. Virtue is the beginning of glory.
7. upon the rocks in the sea
8. Souls are not always noble.
9. with a pleasant voice
10. Justice is the soul of peace.

**39. WORD STUDY**

AGATHA — ARCHAIC (from the beginning, ancient), ARCHAEOLOGY (science of ancient civilizations), ARCHETYPE (first pattern or model); — PHONETIC (representing the sound, as a 'phonetic alphabet'), PHONETICS (science of determining the sounds of languages), PHONOGRAPH (γράφω I write), EARPHONE, DICTAPHONE (Latin *dicta*, sayings), SAXOPHONE (invented by Sax), XYLOPHONE (ξύλον wood), SYMPHONY (συν-, a harmony of sounds with one another).

# Lesson 10

## The Present and Imperfect Indicative and The Present Infinitive of εἶμι I AM

### 40. TERMINOLOGY

In the classification of verb forms, **indicative** identifies the **mood**, which indicates the type of statement that the verb is making. **Indicative** means that mood which expresses or indicates situations of fact, in distinction to hypothesis, wish, command, which are expressed by other verbal moods.

The **infinitive** is the most general expression of the verb's action, unrestricted by factors of who or how many. In other words, the infinitive has no person or number, and so it is not conjugated. It is identified in English by the pre-form 'to'—for example, 'to see' is the infinitive of that verb, while 'he sees, they saw,' etc. are indicative forms.

The **present tense** (time-frame) indicates an action going on, continuous, or progressing. The **imperfect** specifies that the action was continuous in the past. Thus 'She laughs/is laughing' is in present tense, 'She was laughing' is imperfect. Note that, in Greek, the same verb form is used for 'She laughs' as for 'She is laughing.' (More on this in Lesson 16.)

The verb εἶμι is **conjugated** for you in Section 41. That is, it is shown in the **first person, second person** and **third person**, both **singular** and **plural**. If a verb is in the first person, its subject is *I* or *we*; if second person, *you* or *you all*; if third person, *he, she, it* or *they*. If the subject is a single person or thing, then the verb is said to be singular; the verb is plural if the subject is more than one person or thing.

### 41. FORMS

The verb *to be*, as in English, Latin, and other languages, is quite irregular. But it is a very high frequency word (you will meet it hundreds of times in the present course). Hence you must simply memorize it until you master it. Note: before a vowel, ἔστίν and εἶσίν are used.

Verb **paradigms** will be presented throughout this text in the form you see here.

PRES. IND.

	<i>Sg.</i>		<i>Pl.</i>	
1st pers.	εἶμι	I am	εἶμέν	we are
2nd pers.	ἔσσί (εἶς)	you are	ἔστέ	you (pl.) are
3rd pers.	ἔστί(ν)	he/she/it is	εἶσί(ν)	they are

## IMPF. IND.

	<i>Sg.</i>		<i>Pl.</i>	
1st pers.	ἦα	I was	ἦμεν	we were
2nd pers.	ἦσθα	you were	ἦτε	you all were
3rd pers.	ἦεν (ἦν, ἔην)	he/she/it was	ἦσαν (ἔσαν)	they were

## PRES. INF.

εἶναι (ἔμμεν, ἔμμεναι) to be

*Notes:*

1. The third person singular or plural may also be translated *there is, there are, there was, there were*, in impersonal statements.
2. The subject of a verb in Greek is not always expressed. For example, εἰμί by itself means “I am,” even without the pronoun ἐγώ (“I”). In such a case, the subject is said to be “in the verb” or “not expressed.”

**42. MEMORIZE**

αἶψα	[adv.] quickly, suddenly
εἰ	[conj.] if
εἰς	[prep. + acc.] into, to
κατά	[prep. + gen.] down from; [prep. + acc.] down (along); throughout; according to
ποτέ	[enclitic adv.] ever, (at) some time, once
πρός	[prep. + gen.] from; [prep. + dat ] on, at; [prep. + acc.] to, towards
φίλη, -ης	[f. adj.] dear (to), friendly (to) [+ dat.]

**43. TRANSLATE**

1. ἦσαν πέτραι ἐν θαλάσση.
2. κατὰ ἀληθείην
3. οὐ ποτε ἦεν πρὸς πέτρῃ.
4. αἶψα εἰς καλὴν γαῖαν
5. ἦν ἀνάγκη ἀληθείης.
6. δίκη ἐστὶν ἀνάγκη ἀγαθῆς εἰρήνης.
7. ἐπὶ γὰρ γαίῃ νῦν εἴμεν.
8. εἰρήνη μὲν ἔην, οὐ δὲ δίκη.
9. πρὸς θάλασσαν
10. ἀληθείη ἐστὶν αἰεὶ καλή.

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### 44. PUT INTO GREEK

1. Manliness is dear to good souls.
2. We were under the rocks.
3. There was a voice from the sea.
4. throughout the land
5. according to justice, not force
6. You (sg.) were on the land.
7. Truth was in the beginning.
8. down from the rocks
9. There is always glory in manliness.
10. Truth is a virtue.

### 45. WORD STUDY

CATACLYSM (κλυσμός deluge; hence, any overwhelming change 'flooding down' upon men's lives), CATACOMB (κύμβη a hollow place; therefore, a cave dug down under the earth, as those in Rome), CATAPULT (πάλτης hurler), CATALOG (λέγω—hence, an index of items going 'down the list' in order), CATASTROPHE (στροφή a turning; therefore, a sudden 'downward shift' in human affairs).

# Lesson 11

## The Second Declension—Masculine. Adjectives: Agreement With Nouns, Substantives

### 46. FORMS

The second declension has two divisions: those whose nominative ends in -ος are masculine; those in -ον are always neuter. Three exceptions (words in -ος which are feminine, not masculine) will be noted in the vocabularies when they first occur.

All masculine nouns, adjectives, and participles in -ος have the following endings:

	<i>Sg.</i>	<i>Pl.</i>
N.	-ος	-οι
G.	-ου, -οιο	-ων
D.	-ω	-οισι, -οις
A.	-ον	-ους

Thus θεός *god* is declined:

	<i>Sg.</i>	<i>Pl.</i>
N.	θεός	θεοί
G.	θεοῦ, θεοῖο	θεῶν
D.	θεῷ	θεοῖσι, θεοῖς
A.	θεόν	θεούς

#### Notes:

1. Except for ἡδεῖα, the feminine forms of the adjectives introduced so far have their masculine and neuter forms in the second declension:

	masculine nominative	neuter nominative
ἀγαθή :	ἀγαθός	ἀγαθόν
καλή :	καλός	καλόν
φίλη :	φίλος	φίλον

2. Adjectives and participles (which are adjectival forms of verbs) **agree** with the noun or pronoun that they go with in thought. They take the same type of ending as the noun or pronoun they modify (nominative, genitive, dative, or accusative case, singular or plural number, and masculine, feminine, or neuter gender). Thus, 'beautiful gods' in the nominative plural would be καλοὶ θεοί. Because θεός is a masculine noun, the masculine form of the adjective is used to modify it. Likewise, 'of a pleasant peace' would be ἡδεΐης εἰρήνης, feminine singular and genitive.

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3. Sometimes the adjective is used alone, with the noun it modifies unexpressed or “understood.” This **substantive use of the adjective** is also possible in English, as in the sentence, “The rich get richer, and the poor get poorer.” (= “The rich people get richer, and the poor people get poorer.”) Here are some examples in Greek of substantives:

καλός	(the) noble man
ἀγαθαί	(the) good women
ἀγαθόν	(the) good (thing)

4. Henceforth, adjectives will be listed only in the nominative form, with masculine, feminine and neuter endings indicated (for example, καλός, -ή, -όν); nouns, on the other hand, will be listed in the nominative with their genitive ending indicated (for example, λόγος, -ου [m.] word).

### 47. MEMORIZE

ἀγαθός, -ή, -όν	good, brave
ἄνθρωπος, -ου	[m.] man, human being
θεός, -οῦ	[m., f.] god, goddess
ἰητρός, -οῦ	[m.] physician
καλός, -ή, -όν	beautiful, noble
λόγος, -ου	[m.] word; account
μόυνος, -η, -ον	alone, only
νήπιος, -η, -ον	simple; foolish
σοφός, -ή, -όν	wise
ὑψηλός, -ή, -όν	high
φίλος, -η, -ον	dear (to), friendly (to) [+ dat.]
φίλος, -ου	[m. adj. as noun] friend

### 48. TRANSLATE

1. λόγος σοφοῦ σοφός ἐστιν.
2. ὑψηλῆσι πέτρῃσι
3. ἀνθρώπων ψυχάς
4. νηπίου λόγοι οὐ ποτε σοφοί.
5. φίλω μούνω
6. δίκη μούνη
7. λόγοισι ἰητρῶν
8. φίλος ἀνθρώποισι σοφοῖσι
9. ἰητροὶ ἔσαν ἀγαθοί.
10. θεὸς σοφός ἐστιν.

**49. PUT INTO GREEK**

1. of the wise physicians
2. He was not a friend of truth.
3. of the foolish man
4. by the force of truth
5. Physicians are noble.
6. down from the high rocks
7. Truth is a wise man's glory.
8. Justice and peace are noble.
9. Gods are friendly to men.
10. by the words of wise men

**50. READINGS**

*Note:* In these READINGS sections from now on, actual quotations are given from ancient Greek authors, and from the New Testament (originally written in Greek), adapted where necessary to the special Homeric forms. You are therefore already reading authentic Greek literature selections!

1. μοῦνος σοφός ἐστιν ἐλεύθερος. (Stoic motto)
2. λύπης ἰητρός ἐστιν ἀνθρώποισι λόγος. (Menander)
3. ἐν ἀρχῇ ἦν λόγος, καὶ λόγος ἦν σὺν θεῷ, καὶ λόγος ἦν θεός. (St. John)
4. δόξα ἐν ὑψηλοῖσι θεῶ, καὶ ἐπὶ γαίης εἰρήνη ἐν ἀνθρώποις εὐδοκίης. (St. Luke)
5. νήπιός εἰμι· σκάφην σκάφην λέγω. (Fragment of a Greek comedy)
6. κατὰ ἀληθείην, μοῦνος ἀγαθός ἐστι τιμητός. (Aristotle)

ἐλεύθερος, -η, -ον	free
εὐδοκίη, -ης	[f.] good will
λέγω	I call, I say (that something is something)
λύπη, -ης	[f.] grief
σκάφη, -ης	[f.] tub
τιμητός, -ή, -όν	deserving of honor

*Note:* In all Readings, including the Homer passages from Lesson 61 on, words not assigned for memory are explained below the text. All memory words can be found in the Vocabulary at the end of the book.

**51. WORD STUDY**

PHILANTHROPIST (one who is friendly to other men and helps them), ANTHROPOLOGY (science of man in his physical history); — THEISM, THEOLOGY (study of God), THEOCENTRIC, THEOPHILUS;— PSYCHIATRIST (healer of souls or minds); — GEOLOGY (γαῖα or γῆ, study of the earth's formation), the suffix -(O)LOGY ending a word means 'scientific study of that thing; DECALOG (δέκα 10; the Ten Commandments); LOGIC, LOGICAL (correct thinking, thought and word being but two sides of the same process),

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LOGARITHM (ἀριθμός number [Cp. ARITHMETIC]; list of numbers) —  
MONOLOGUE (a speech by only one person), MONARCH, MONARCHY  
(ἄρχω I rule; government by one supreme head), MONK (μόναχος, from ἔχω I  
hold; hence, 'one holding alone', living away from other men), MONOPLANE (with  
Latin *planus*, therefore, one-surfaced, one-winged), MONOGRAM (γράμμα letter;  
two or more letters intertwined into one), MONOGRAPH (γράφω I write; a  
complete or scholarly essay on one subject), MONOMANIAC (μανία madness; a  
person made crazy by concentrating on one idea), MONOSYLLABLE,  
MONOTHEISM (belief in one God), MONOTONE, MONOTONOUS (τονή  
pitch; in one unvaried tone or pitch); — PHILOSOPHY, PHILOSOPHER (lover of  
wisdom), PHILOLOGY (love of learning; science of languages), FRANCOPHILE,  
etc. (lover of France, etc.); — SOPHIST (wise man; now = a pretender at wisdom),  
SOPHISM (falsely wise argument); — TIMOTHY ('honored by God').

# Lesson 12

## The Second Declension—Neuter

### 52. FORMS

All neuter nouns, adjectives, and participles of second declension add these endings. Notice that the accusative is always the same as the nominative:

	<i>Sg.</i>	<i>Pl.</i>
N.	-ον	-α
G.	-ου, -οιο	-ων
D.	-ω	-οισ(ι)
A.	-ον	-α

Thus ἔργον *work* is declined:

	<i>Sg.</i>	<i>Pl.</i>
N.	ἔργον	ἔργα
G.	ἔργου, ἔργοιο	ἔργων
D.	ἔργω	ἔργοισι, ἔργοις
A.	ἔργον	ἔργα

### 53. NOTE

A neuter plural subject generally takes a singular verb.

E.g., δένδρεά ἐστιν ὑψηλά. *The trees are high.*

### 54. MEMORIZE

βίος, -ου	[m.] life
δένδρεον, -ου	[n.] tree
δίκαιος, -η, -ον	just, honorable
εἵνεκα	[prep. + gen.] on account of, for the sake of
θάνατος, -ου	[m.] death
κακός, -ή, -όν	cowardly, bad, evil
ὅμοιος, -η, -ον	like to, similar to [+ dat.]
π(τ)όλεμος, -ου	[m.] war
χρυσός, -οῦ	[m.] gold

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### 55. TRANSLATE

- |                         |                            |
|-------------------------|----------------------------|
| 1. ἐν βίῳ δικαίῳ        | 6. ἐν δικαίῃ εἰρήνῃ        |
| 2. δένδρεα ὑψηλά        | 7. θάνατος οὐκ αἰεὶ κακός. |
| 3. εἵνεκα πτολέμοιο     | 8. εἵνεκα ἀνθρώπων δικαίων |
| 4. ὁμοῖόν ἐστι χρυσῶ.   | 9. εἵνεκα ἀρετῶν           |
| 5. δένδρεόν ἐστι καλόν. | 10. δένδρεα ἦεν καλά.      |

### 56. PUT INTO GREEK

- |                               |                          |
|-------------------------------|--------------------------|
| 1. under the high tree        | 6. down from the tree    |
| 2. Life is a war.             | 7. death in war          |
| 3. by a cowardly death        | 8. We were always just.  |
| 4. The trees were good.       | 9. by means of gold      |
| 5. wars for the sake of peace | 10. from under the trees |

### 57. READINGS

1. ὁμοῖόν ἐστιν ὁμοίῳ φίλον. (Greek Proverb)
2. οὐ γὰρ χρυσός, οὔτε ἐπὶ γαίης οὔτε ὑπὸ γαίης, ἀρετῇ ἐστιν ἴσος. (Plato)
3. εἰρήνη οὐκ ἐστιν εἵνεκα πολέμοιο, ἀλλὰ πόλεμος ἐστιν εἵνεκα εἰρήνης. (Aristotle)
4. οὐκ ἔστιν κακὸν ἀνθρώπῳ ἀγαθῶ, οὔτε ἐν βίῳ οὔτε ἐν θανάτῳ. (Plato)
5. δίκη καὶ δίκαιόν ἐστι καλόν. (Plato)

ἴσος, -η, -ον equal to

### 58. WRITE IN GREEK

1. Only the good man's life is truly life. [For "truly" use κατὰ ἀληθείην.]
2. Truth is the soul's life.
3. There is a lofty tree beside the sea.

### 59. WORD STUDY

BIO-CHEMISTRY (chemistry of living things), BIOLOGY, BIOGRAPHY, BIOGRAPHER (γράφω I write); — RHODODENDRON (a flowery shrub somewhat like the rose, ῥόδος); — "Thanatopsis" (Bryant's poem, the title meaning "a vision of Death"); — CACOPHONY (clashing uproar of unpleasant sounds); — HOMEOTHERAPY (θεραπεία curing; hence, medical curing by treating with small doses of a germ like that to be conquered); — POLEMIC (controversial, disputing) — CHRYSANTHEMUM (ἄνθεμον flower; 'goldflower')

# Lesson 13

## Review of the First and Second Declension; Types of Nouns, Adjectives, and Participles

### 60. ADJECTIVES AND PARTICIPLES

There are two types of adjectives and participles:

- Masculine and neuter are declined according to the second declension; feminine is declined according to the first declension in *-ῆ*. See Section 61.
- Masculine and neuter are declined according to the third declension; feminine is declined according to the first declension in *-α*. (Third declension forms will be seen in Lessons 27 and 29).

### 61. DECLENSION

Therefore adjectives and participles that have *-ος* in the masculine will have *-ῆ* in the feminine and *-ον* in the neuter. Here is the complete declension of *καλός, -ῆ, -όν* *beautiful, noble*.

	MASCULINE	FEMININE	NEUTER
	<i>Sg.</i>		
N.	καλός	καλή	καλόν
G.	καλοῦ	καλῆς	καλοῦ
D.	καλῶ	καλῆ	καλῶ
A.	καλόν	καλήν	καλόν
	<i>Pl.</i>		
N.	καλοί	καλαί	καλά
G.	καλῶν	καλάων	καλῶν
D.	καλοῖσι, καλοῖς	καλῆσι, καλῆς	καλοῖσι, καλοῖς
A.	καλοῦς	καλάς	καλά

*Note:* Adjectives have gender, number and case, just as nouns do. Some, like *καλός, -ῆ, -όν*, resemble nouns of the first and second declension, while others in their masculine and neuter forms resemble nouns of a declension we have yet to meet.

### 62. MEMORIZE

δῶρον, -ου	[n.] gift
ἔργον, -ου	[n.] work, deed
ἑσθλός, -ῆ, -όν	noble, excellent

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θυμός, -οῦ	[m.] heart, spirit
ξεῖνος, -ου	[m.] guest, stranger
ὀλίγος, -η, -ον	small, few
σχέτλιος, -η, -ον	cruel, pitiless; reckless
τέ	[postpositive conj.] and
τέ...τέ	both...and
τέ...καί	both...and

### 63. TRANSLATE

1. δῶρά ἐστιν ὀλίγα.
2. φίλος ξεῖνοισ ἦεν.
3. ἐν ἐσθλῶ θυμῶ
4. ἔργοις σχετλίοις
5. σύν τε καλοῖσι καὶ κακοῖσι
6. ξεῖνοί εἰσι φίλοι θεοῖσι.
7. ἐπὶ ὀλίγη πέτρῃ
8. ἀρεταὶ ἐσθλάων ψυχάων
9. ἀρχή ἐστιν ἀγαθή.
10. δῶρα ἦεν καλὰ τε φίλα τε.

### 64. PUT INTO GREEK

1. gifts for the noble stranger
2. death on the pitiless sea
3. gifts small indeed but dear
4. by just works
5. of the excellent physician
6. towards the high rocks
7. The men are cruel.
8. The bad are always foolish.
9. Gold was the beginning of the evil deeds.
10. The deeds were not noble.

### 65. READINGS

1. πρὸς γὰρ θεοῦ εἰσι ξεῖνοί τε πτωχοί τε. (Homer)
2. θεοὶ τέ εἰσι, καὶ εἰσι δίκαιοι. (Plato)
3. οὐ μὲν σχέτλια ἔργα ἐστὶ φίλα θεοῖσι, ἀλλὰ δίκη καὶ ἀγαθὰ ἔργα. (Homer)
4. ἄνθρωπος ἐκ πείρης ἐστὶν ἀγαθὸς καὶ σοφός. (Plato)
5. ἀγαθῶν ἀνθρώπων ἐσθλὸς μὲν ἐστὶ λόγος, ἐσθλὰ δὲ ἔργα. (Theognis)
6. ὀλίγον δῶρον, ἀλλὰ ἀπὸ θυμοῦ. (Greek Anthology)

πτωχός, -οῦ	[m.] beggar
πείρη, -ης	[f.] experience

### 66. WRITE IN GREEK

1. Death for the sake of justice and virtue is always noble.
2. Gold is an evil for foolish men, but a good for the just in heart.
3. A coward's life is, indeed, like to death.

**67. WORD STUDY**

THEODORE, DOROTHY ('gift of God'), ISIDORE (Isis, Egyptian goddess); —  
ERG (measure of work done, a unit of energy in physics), ENERGY (inner force for  
work); — OLIGARCH, OLIGARCHY (ὀλιγῶ I rule; government by the few); —  
EMPIRIC, EMPIRICAL (based on experience or experiment; drawn from  
observation, not theory, 'empirical psychology').

# Lesson 14

## The Declension and Meaning of Intensive and Demonstrative Pronouns/Adjectives

### 68. MEANINGS

Pronouns are used instead of specific nouns, to designate persons and things more generically. (e.g., *he, they* instead of *Hector, Trojans*) There are several types, two of which are introduced here. Each of these pronouns can be used as adjectives as well (e.g., *those Trojans*).

- a. The **intensive** pronoun/adjective (*self, same, very; himself, herself, itself*) αὐτός, αὐτή, αὐτό gives force or emphasis to the noun it modifies or represents. For example, ψυχή αὐτή, *the soul itself* (intensive adjective) or αὐτοί, *they themselves* (intensive pronoun).
- b. **Demonstrative** pronouns/adjectives “point out” nouns. The demonstrative (ἐ)κεῖνος, (ἐ)κεῖνη, (ἐ)κεῖνο *that, that one* (plural those) describes something that is relatively distant in space or time: ἐκείνου δένδρου *of that tree* (cf. the somewhat archaic *yonder tree*). The demonstrative equivalent to English *this, these* will be presented in the next lesson.

### 69. FORMS

These pronouns/adjectives are declined according to the first and second declensions, except that -ον of the neuter is shortened to -ο. Thus:

	M.	F	N
<i>Sg.</i>			
N.	αὐτός	αὐτή	αὐτό
G.	αὐτοῦ, αὐτοῖο	αὐτῆς	αὐτοῦ, αὐτοῖο
D.	αὐτῷ	αὐτῇ	αὐτῷ
A.	αὐτόν	αὐτήν	αὐτό
<i>Pl.</i>			
N.	αὐτοί	αὐταί	αὐτά
G.	αὐτῶν	αὐτάων, αὐτῶν	αὐτῶν
D.	αὐτοῖσ(ι)	αὐτῆσ(ι)	αὐτοῖσ(ι)
A.	αὐτούς	αὐτάς	αὐτά
<i>Sg.</i>			
N.	(ἐ)κεῖνος	(ἐ)κεῖνη	(ἐ)κεῖνο
G.	(ἐ)κεῖνου	(ἐ)κεῖνης	(ἐ)κεῖνου

	M.	F	N
D.	(ἐ)κείνω	(ἐ)κείνη	(ἐ)κείνω
A.	(ἐ)κεῖνον	(ἐ)κείνην	(ἐ)κεῖνο
	<i>Pl.</i>		
N.	(ἐ)κεῖνοι	(ἐ)κεῖναι	(ἐ)κεῖνα
G.	(ἐ)κείνων	(ἐ)κεινάων, (ἐ)κεῖνων	(ἐ)κείνων
D.	(ἐ)κείνοισι(ι)	(ἐ)κείνησι(ι)	(ἐ)κείνοισι(ι)
A.	(ἐ)κείνους	(ἐ)κείνας	(ἐ)κεῖνα

**70. NOTE**

- When standing alone, αὐτός, -ή, -ό and (ἐ)κεῖνος, -η, -ο are pronouns; when modifying a noun they have adjectival force. Cp. Latin *ipse* and *ille*.
- Occasionally αὐτός, when not in the nominative or beginning a clause, lacks the intensive sense and is merely an unemphatic *him, her, it*. E.g., δῶρα ἀπὸ αὐτοῦ *gifts from him*.

**71. MEMORIZE**

ἐγγύς	[adv.; prep. + gen.] near
ἕτερος, -η, -ον	(the) other
ἡμέτερος, -η, -ον	our
καρπός, -οῦ	[m.] fruit
ὄφθαλμός, οῦ	[m.] eye
πολλός, -ή, -όν	much; many
πόνος, -ου	[m.] toil, trouble
ποταμός, οῦ	[m.] river

**72. TRANSLATE**

- ἐγγύς θαλάσσης
- πολλάων ἀρετάων
- αὐτοὶ εἰσι σοφοί.
- ὑπὸ αὐτὰς πέτρας
- ἐκ κείνης ἀρχῆς
- ἀρεταὶ αὐταὶ εἰσιν ἐν ψυχῇ.
- ἐν βίῳ ἡμετέρῳ
- εἵνεκα αὐτοῦ πολέμοιο
- ἐξ ἐκείνων πόνων δόξα.
- καρπὸς πολλὸς ἐπὶ κείνοισι δενδρέοισι.

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### 73. PUT INTO GREEK

1. in our noble hearts
2. among those rocks
3. for the wise man himself
4. of the same men
5. under those high trees
6. That peace was not just.
7. near that small river
8. The other tree is high.
9. Those are the words of a wise man.
10. There were many rivers in the same land.

### 74. READINGS

1. φίλος γὰρ ἔστιν ἕτερος αὐτός. (Aristotle)
2. πολλὰ οὐκ ἔστιν αὐτὰ αἰεὶ. (Plato)

### 75. WRITE IN GREEK

1. Manliness of soul is an excellent gift.
2. The words of a noble friend are life to the soul.
3. Even a small gift from a good man is dear, if from the heart.

### 76. WORD STUDY

HETERODOX (holding a different opinion than the commonly accepted one, especially in religion), HETEROGENEOUS (γένος kind, race; of different kinds or elements); — OPTHALMIA (inflammation of the eyes); — HIPPOPOTAMUS (ἵππος horse; 'riverhorse'); — AUTOBIOGRAPHY (a life written by the person himself), AUTOMOBILE (Latin mobile; 'self-moving'). AUTOGRAPH (one's own signature), AUTOCRACY, AUTOCRAT (κράτος power; 'self-governing'), AUTONOMY, AUTONOMOUS (νόμος law; 'self-ruling', independent), AUTOSUGGESTION (convincing oneself of undergoing some experience, as suffering from a supposed headache until it becomes real), AUTOGYRO ('selfrotator', since the revolving wing rotor is not power-driven as in the helicopter), AUTHENTIC (ἔντης author; 'by the author himself', genuine, original), AUTHENTICITY, AUTHENTICATE (make authoritative).

# Lesson 15

## The Declension and Meaning of *ὁ, ἡ, τό* and the Demonstrative *ὅδε, ἧδε, τόδε*

### 77. FORMS

	M	F	N
	<i>Sg.</i>		
N.	ὁ	ἡ	τό
G.	τοῦ, τοῖο	τῆς	τοῦ, τοῖο
D.	τῷ	τῇ	τῷ
A.	τόν	τήν	τό
	<i>Pl.</i>		
N.	οἱ (τοί)	αἱ (ταί)	τά
G.	τῶν	τάων	τῶν
D.	τοῖσι, τοῖς	τῆσι, τῆς	τοῖσι, τοῖς
A.	τούς	τάς	τά
	<i>Sg.</i>		
N.	ὅδε	ἧδε	τόδε
G.	τοῦδε, τοῖοδε	τῆσδε	τοῦδε, τοῖοδε
D.	τῷδε	τῇδε	τῷδε
A.	τόνδε	τήνδε	τόδε
	<i>Pl.</i>		
N.	οἶδε (τοῖδε)	αἶδε (ταῖδε)	τάδε
G.	τῶνδε	τάωνδε (τῶνδε)	τῶνδε
D.	τοῖσ(ι)δε	τῆσ(ι)δε	τοῖσ(ι)δε
A.	τούσδε	τάσδε	τάδε

*Note:* The dative masculine/neuter plural is sometimes τοῖσδεσ(σ)ι instead of τοῖσ(ι)δε.

### 78. USES

- ὁ, ἡ, τό* is the most common pronoun in Greek. It has three meanings: When it modifies a noun, it has the force of a weak demonstrative adjective: *that*, occasionally equivalent to *the*. When it has a definite antecedent, it has the force

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of a relative: *who, which, what*. This use and meaning will be explained in a later lesson. Finally, when it merely stands in place of a noun already mentioned, it has the force of a personal pronoun: *he, she, it, that*.

- b. In the nominative plural, **τοί** and **ταί** are never used as pronouns. They are frequently used as demonstratives, and for relative force.
- c. **ὄδε, ἦδε, τόδε**, a strengthened form of **ὁ, ἡ, τό**, is always demonstrative (adjective or pronoun), *this (one)*. It refers to what is near in place, time, or thought.
- d. Examples:

(1). as demonstrative adjective:

τοῖο δενδρέοιο καρποὶ εἰσι καλοί, ἀλλὰ τοῦδε εἰσὶ κακοί.

*The fruits of that tree are fine, but this one's are bad.*

(2). as personal pronoun:

ὄδε ἐστὶ φίλος ἡμετέρος. τοῦ λόγοι εἰσὶ σοφοί.

*This man is our friend. His (= of him) words are wise.*

### 79. MEMORIZE

βροτός, -ή, -όν	mortal, human
έός, -ή, -όν	own; his, her
θησαυρός, οὔ	[m.] treasure
θνητός, -ή, -όν	mortal
κρατερός, -ή, -όν	strong
νόος, -ου	[m.] mind
νοῦσος, -ου	[f.] disease
πονηρός, -ή, -όν	worthless, base, wicked
χαλεπός, -ή, -όν	difficult

### 80. TRANSLATE

1. τοῖσι θάνατος οὐ χαλεπός.
2. κείνοι πονηροί εἰσι· τῶν ἔργα ἐστὶ κακά.
3. τοῖο νόος ἦεν κρατερός.
4. τῶνδε πόνων καρπὸς δόξα.
5. δενδρέοισι ὄδε ποταμός ἐστὶν ἀγαθός.
6. ἐγγὺς τῆς πέτρης ἦν θησαυρός.
7. αἶδε οὐκ εἰσι πονηραί, ἀλλὰ τάων χαλεπός ἐστὶ βίος.
8. ἐοῖσι φίλοις ἀγαθός ἐστὶ θησαυρός.
9. τῆς ὀφθαλμοὶ ἦσαν καλοί.
10. ἦδε ἐστὶν ἀρχὴ τοῦ λόγου.

**81. WRITE IN GREEK**

1. The fruit of our tall tree is abundant. [“abundant” = “much”]
2. That account is not opinion, but the truth.
3. The man is Truth’s friend and is clearly our friend also.

**82. WORD STUDY**

AMBROSE (ἀμ-βρόσιος for ἀμ-βρότιος im-mortal); — THESAURUS (a dictionary of words arranged by synonyms, etc.), TREASURE, TREASURY (by change in pronunciation from ‘thesury’).

# Lesson 16

## A Map of the Greek Verb

*Note:* This lesson is not as hard as it looks! Its purpose is to provide you with an overall view of the divisions of the Greek verb, so that when you learn these various divisions one by one in coming lessons you will understand how they fit into the whole grammatical picture. It tells us what the verb divisions *are*, and what they *mean*, before you deal with their actual forms or verb endings. As you will see by turning to Appendix A at the end of the book, these endings are quite simple, and many of them are alike. Before long, as you work through later lessons, this will all become clear and familiar. This ‘map’ will help you on your way. Don’t expect to remember it all now, but use it for frequent reference to keep your bearings. Besides, there is only one conjugation in Greek—not four, as in Latin; and it is not nearly as complicated as the verb-system in many other languages, such as Russian.

This lesson should be spread over two days. On the first day, study Sections 83, 84, 86; on the second, Sections 85, 87, 88 and review the whole.

### 83. DIVISIONS OF THE VERB

- a. This lesson includes a “map” of the Greek verb. Every verb form you will meet can be located in one of the squares on this chart.
- b. Notice that there are eight possible **systems**. A system is the collection of all the verb forms which are derived from the same **stem**. Scarcely any Greek verb has all eight systems or stems. Most verbs have six, and these are indicated, as in Latin, by the **principal parts** of that verb, as given in the vocabulary.
- c. There are three **voices**:
  - (1). **Active** voice: the subject acts upon something else.  
E.g., *They washed the clothes.*
  - (2). **Middle** voice: the subject acts on himself or for himself.  
E.g., *They washed themselves.*  
*They washed their clothes.* (= They washed clothes for themselves.)
  - (3). **Passive** voice: the subject is acted upon by someone else.  
E.g., *The clothes were washed by them.*
- d. There are four **moods** (i.e., types or qualities of meaning), besides the infinitive and participles, namely: **Indicative** (for statements of fact), **Subjunctive** (implying subordination, dependence, intention), **Optative** (for wishes and hypothetical quality), **Imperative** (for commands). Rules for their use will be seen in later lessons.

- e. There are six **tenses**. In all the moods, each tense expresses a different **aspect**. By aspect is meant whether the verbal action is viewed as a) in progress, b) completed, or c) simple, that is, occurring without completion or incompleteness specified. Sometimes, as in the indicative mood, tense gives information about time-value (i.e., whether the verbal action is in present, past, or future time). The tenses in the indicative mood have the following significance of time and aspect: **Present** (indicating an action in the present time and of progressive aspect), **Imperfect** (past time, progressive aspect), **Future** (future time and either in progress or simple), **Aorist** (past time, with simple aspect), **Perfect** (present time, completed), **Pluperfect** (past time, already completed earlier). For some grammatical relationships, the tenses are divided into two classes:

PRIMARY TENSES	SECONDARY TENSES
Present	Imperfect
Future	Aorist
Perfect	Pluperfect

- f. Verbs that are conjugated so as to reflect person and number are called **finite**. The indicative, subjunctive, optative and imperative are referred to as finite moods because verbs in these moods show person and number.

#### 84. MEANING OF THE TENSES

- a. In the indicative, all six tenses are used, with the differences in meaning indicated above in #83e. In the indicative mood the meanings of the tenses for the English verb 'write' are as follows:

	<i>PAST TIME</i>	<i>PRESENT TIME</i>	<i>FUTURE TIME</i>
COMPLETED ASPECT	pluperfect <i>I had written</i>	perfect <i>I have written</i>	future perfect <i>I shall have written</i>
PROGRESSIVE ASPECT	imperfect <i>I was writing</i>	present <i>I am writing</i>	future <i>I shall be writing</i>
SIMPLE ASPECT	aorist <i>I wrote</i>	present <i>I write</i>	future <i>I shall write</i>

##### *Notes:*

- To express simple past action (e.g., *He spoke*), Homer sometimes uses the imperfect, rather than the aorist—implying but not stressing the continuing nature of the action.
  - The future perfect tense is not introduced in this book, because of its rarity in Homer (as in Ancient Greek generally).
- b. In the subjunctive, optative, and imperative there are only three tenses. Only three are needed. Why? Because in the subjunctive, optative and imperative the different tenses do not denote a difference of **time** but only of kind of action, or **aspect**. The present has the idea of the continuance of action (irrespective of when the action occurred); the aorist has the idea of a simple occurrence of an

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action (no matter when it happened); and the perfect (which is rarely used in these moods) has the idea of completion with finality.

For example:

1. Honor thy father and mother.      The *present* imperative is used.
  2. Meet me at nine o'clock.      The *aorist* imperative is used.
  3. Die, then, and go to your ancestors.      The *perfect* imperative is used.
- c. In the infinitive, also, the tenses represent **aspect** or kind of action, not time, except in accusative and infinitive construction. On the relationship of tenses in indirect statement, see the note under Section 114b3).
- d. In the participle, the tenses indicate **time** of action—but in relation to that of the main verb. Thus:
1. Hearing this (present participle), I marveled. (contemporaneous action)
  2. I came, being about to ask (future participle) what had happened.  
(subsequent to main action)
  3. Having said this (aorist participle), I walked away. (antecedent to main action)
  4. After dying (perfect participle), he was forever honored. (completed before main action)
- e. Henceforth, in the MEMORIZE vocabularies, the tense-systems of verbs will be indicated by listing the verb's **Principal Parts**— the first singular active indicative form of the Present, Future, Aorist, Perfect, Perfect Middle/Passive and Aorist Passive. For most verbs, only those principal parts are assigned for memory which actually occur in the Homer readings in this book.

### 85. MEMORIZE

αἰσχρός, -ή, -όν	shameful
γίγνωσκω, γνώσομαι, γνῶν, ἔγνωκα, ἔγνωσμαι, γνώσθην	I know
λίθος, -ου	[m.] stone
λύω, λύσω, λύσα, λέλυκα, λέλυμαι, λύθην	I loose, I release
ὄλβος, -ου	[m.] happiness, prosperity
ὄραω, ὄψομαι, ἴδον, ἑώρακα, ἑώραμαι, ὄφθην	I see, I look at
ρήϊδιος, -η, -ον	easy
χρόνος, -ου	[m.] time

### 86. QUIZ IN MAP ANALYSIS

1. Which systems of the Greek verb are confined to the active voice?
2. Which to the passive voice?
3. What moods does the future system lack? The perfect middle system?
4. What is similar about the way the imperfect and the pluperfect fit into the general line-up of the verb?

5. Name all possible infinitives, stating both tense and voice.
6. Which tenses and voices have no imperative listed?
7. Which aorist has no middle forms?
8. What principal part supplies the stem for the passive of all aorists—first, second and third?
9. The fourth principal part of a verb cannot be used in which third(s) of the map: top, middle or bottom? Why?
10. In what mood alone can an imperfect occur?

### 87. PLOTTING SITUATIONS ON THE MAP

State in full (by tense, mood, voice) the precise block of the map in which the underlined portions of the following sentences belong. (The number in parentheses after the sentence indicates how many forms are to be explained, lest the compound English forms mislead you).

1. They were walking along the shore. (1)
2. He intends to burn the new tie that she gave him. (2)
3. I have never been so praised before. (1)
4. While defending himself, he was wounded and died. (3)
5. I am coming, mother! (1)
6. Give me that translation! (1)
7. Socrates repeatedly said, "Do always only what is right." (1)
8. It will be glorious to be respected by all, he said daily. (3)
9. We had left already before he came. (2)
10. They made themselves a fortune, but will be hated by those who have been defrauded. (3)

### 88. WORD STUDY

GNOSTICS (ancient heretical sect claiming inner 'knowledge' of religious truths); — MONOLITH (a structure carved from a single block of stone), LITHOGRAPH (printing from stone or metal plate carrying design in soapy ink); — ANALYZE (ἀνά up; to 'break up' or dissolve into parts for better understanding), CATALYST (κατά —; a chemical agent which helps 'break down' or change chemicals without being changed itself), ELECTROLYSIS (to loose or break up chemical compounds by an electric current; — ELECTRIC is from the word for amber, easily electrified by friction), LYSOL (a dissolving disinfectant); — CHRONOLOGICAL (in 'order of time', as a chronological chart of American presidents), CHRONIC (continuing a long time, lingering, as 'chronic rheumatism'), CHRONICLE (a register of events in the order of time occurrence, a history), SYNCHRONIZE (put into same time or beat with something else, as to 'synchronize watches or gears'); — AUTOPSY ('seeing for oneself, especially in coroner's examination of body to determine cause of death).

## MAP OF THE GREEK VERB

SYSTEMS  
(principal parts)

1.	2.		3.		4.	5.	6.
		<i>1st</i>	<i>2nd</i>	<i>3rd</i>		<i>m.-p.</i>	<i>Aor.</i>
<i>Pres.</i>	<i>Fut.</i>	<i>Aor.</i>	<i>Aor.</i>	<i>Aor.</i>	<i>Pf.</i>	<i>Pf.</i>	<i>Pass.</i>

### ACTIVE VOICE:

pres. ind.	ind.	ind.	ind.	ind.	pf. ind.	—	—
impf. ind.					plpf. ind.		
subj.	—	subj.	subj.	subj.	subj.	—	—
opt.	[opt.]	opt.	opt.	opt.	opt.	—	—
impt.	—	impt.	impt.	impt.	impt.	—	—
inf.	inf.	inf.	inf.	inf.	inf.	—	—
ptc.	ptc.	ptc.	ptc.	ptc.	ptc.	—	—

### MIDDLE VOICE:

pres. ind.	ind.	ind.	—	—	—	pf. ind.	—
impf. ind.						plpf. ind.	
subj.	—	subj.	subj.	—	—	[subj.]	—
opt.	[opt.]	opt.	opt.	—	—	[opt.]	—
impt.	—	impt.	impt.	—	—	impt.	—
inf.	inf.	inf.	inf.	—	—	inf.	—
ptc.	ptc.	ptc.	ptc.	—	—	ptc.	—

### PASSIVE VOICE:

pres. ind.	[ind.]	—	—	—	—	pf. ind.	ind.
impf. ind.						plpf. ind.	
subj.	—	—	—	—	—	[subj.]	subj.
opt.	[opt.]	—	—	—	—	[opt.]	opt.
impt.	—	—	—	—	—	[impt.]	impt.
inf.	[inf.]	—	—	—	—	inf.	inf.
ptc.	[ptc.]	—	—	—	—	ptc.	ptc.

### Notes:

1. Forms in brackets are not presented in this book, either because they are not Homeric, or are exceedingly rare.
2. There is no spot on this chart for the Future Perfect, which is formed on the stem of the perfect middle, though it is generally passive in sense.

# Lesson 17

## The Present and Imperfect Indicative Active. Constructions in Statements of Fact, and of Past Contrary to Fact

### 89. STEM AND ENDINGS

The stem of the present system is obtained from the first principal part (the present indicative active), by dropping the ending. Thus λύω = I loose, present stem λυ-. The endings are these:

#### PRES. IND. ENDINGS

	<i>Sg.</i>	<i>Pl.</i>
1st pers.	-ω	-ΟΜΕΝ
2nd pers.	-ΕΙΣ	-ΕΤΕ
3rd pers.	-ΕΙ	-ΟΥΣΙ(ν)

#### PRES. IND.

	<i>Sg.</i>		<i>Pl.</i>	
1st pers.	λύω	I loose	λύομεν	we loose
2nd pers.	λύεις	you loose	λύετε	you loose
3rd pers.	λύει	he/ she/ it looses	λύουσι(ν)	they loose

#### IMPF. IND. ENDINGS

	<i>Sg.</i>	<i>Pl.</i>
1st pers.	-ΟΝ	-ΟΜΕΝ
2nd pers.	-ΕΣ	-ΕΤΕ
3rd pers.	-Ε	-ΟΝ

#### IMPF. IND.

	<i>Sg.</i>		<i>Pl.</i>	
1st pers.	λύον	I was loosing	λύομεν	we were loosing
2nd pers.	λύες	You were loosing	λύετε	you were loosing
3rd pers.	λύε	He/ She/ It was loosing	λύον	they were loosing

### 90. ν̄ MOVABLE

Words ending in -σι, and the third person singular ending in -ε, may add an extra letter ν̄, called “ν̄-movable”, before a vowel or at the end of the sentence, occasionally before a consonant. A few other words also take ν̄-movable, as you will see when you meet them. (Cp. English: a pear, an apple.)

## 91. USES OF THE INDICATIVE

- a. The indicative (all tenses) without a particle is the mood of **fact**, as in English. The negative is οὐ.

*Examples:*

οὐ λέγω τόδε. *I do not say this.*  
βροτοὶ θνήσκουσιν. *Mortals die.*

- b. Contrary to Fact Conditions: With the particles ἄν or κε(ν) [untranslatable, merely giving a less factual turn to the thought], the indicative is used in **contrary to fact** conditional sentences in present or past time. The imperfect or aorist tense is used in both clauses; ἄν or κε(ν) in conclusion only. The negative is μή in the if-clause, but οὐ in the conclusion.

*Examples:*

εἰ μὴ αἰεὶ εὔδεν, πολλὰ κε μάθανεν.  
*If he were not always sleeping, he would be learning many things.*

εἰ δῶρα φέρε, φιλέομεν ἄν αὐτόν.  
*If he were bearing gifts, we would love (=be loving) him.*

*Note:* The if-clause (called a **protasis**) in a contrary-to-fact condition contains a supposition which the speaker believes to be false. The conclusion (called an **apodosis**) is based on this unreal supposition. Thus, in the examples above, he *is*, in fact always sleeping (and therefore is not learning much), and he is *not* bearing gifts (so we do not love him).

## 92. MEMORIZE

ἄγω, ἄξω, ἄγαγον	I lead
εὔδω, εὔδησω, εὔδησα	I sleep
θνήσκω, θανέομαι, θάνων	I die
λέγω	I say, I tell; I call
μανθάνω, μαθήσομαι, μάθων	I learn
μή	not; μηδέ and not, nor, not even
φέρω, οἶσω, ἔνεικα	I bear, I bring
φιλέω, φιλήσω, φίλησα	I love
ὥς	[adv. and conj.] as, that, how

## 93. TRANSLATE

1. τόδε λέγεις αὐτός;
2. ἔδον φίλον οὐ γινώσκει.
3. κεῖνοι φέρων λίθων.
4. εἰ μὴ λέγεις, οὐκ ἄν γίγνωσκον.

5. οὐ κε μανθάνετε ἀληθείην, εἰ μὴ θνήσκεν.
6. ἀρετὴ φέρει ὄλβον.
7. αἰεὶ εὐδέτε;
8. καὶ ἀγαθοὶ θνήσκουσιν.
9. νοῦσοι φέρον θάνατον.
10. ἡμέτερα ἔργα οὐκ ἔστιν αἰσχροῦ.

#### 94. PUT INTO GREEK

1. Did you (sg.) know that?
2. Gold does not always bring happiness.
3. Mortals do not know much.
4. If he were not dying, he would not be sleeping.
5. If it were bad, we would not love it.
6. Men love gold and treasures.
7. A strong mind knows the truth.
8. He kept saying, "I know, I know."
9. Time brings both good and bad.
10. We see many stones in that river.

#### 95. READINGS

1. ἀπὸ ἐχθρῶν δὴ πολλὰ μανθάνουσι σοφοί. (Aristophanes)
2. αἰεὶ τὸν ὁμοῖον ἄγει θεὸς πρὸς τὸν ὁμοῖον. (Homer)
3. οὐχ εὐδὲι θεοῦ ὀφθαλμός, ἐγγὺς δέ ἐστιν ἀνθρώπων πόνους. (Stobaeus)
4. πόνος γάρ, ὡς λέγουσι, δόξης ἀρχὴ ἐστιν. (Euripides)
5. κακὸν φέρουσι καρπὸν κακοὶ φίλοι. (Menander)

ἐχθρός, -ή, -όν	hateful
νέος, -η, -ον	young, new

#### 96. WORD STUDY

MATHEMATICS (μάθ-ον); — PERIPHERY (περί around, about; the line which 'carries around' the area of a body, its circumference or surface); — NEO- a prefix meaning "new, revived", as in NEO-PLATONIC, NEO-SCHOLASTICISM, NEO-CLASSICAL, NEO-LITHIC (an archeological period, the New Stone Age), NEON (the 'new' element, when discovered in 1898);— CHRISTOPHER ('Christ-bearer').

# Lesson 18

## The Present Subjunctive Active; The Subjunctive of εἰμί. Hortatory and Purpose Constructions

### 97. ENDINGS

PRES. SUBJ. ENDINGS	PRES. SUBJ.		SUBJ. OF εἰμί			
	Sg.	Pl.	Sg.	Pl.		
1st pers.	-ω	-ωμεν	λύω	λύωμεν	ῶ	ῶμεν
2nd. pers.	-ῆς	-ῆτε	λύῃς	λύῆτε	ῆς	ῆτε
3rd pers.	-ῆ	-ωσι(ν)	λύῃ	λύωσι(ν)	ῆ	ῶσι

#### Notes:

1. These endings are similar to the present indicative, the vowels merely becoming long, and iota being subscribed when it occurs.
2. No translation of the subjunctive is given with the paradigm because the translation of a subjunctive varies according to the type of construction in which it appears. For some examples, see Section 98 below.

### 98. USES OF THE SUBJUNCTIVE

- a. **Hortatory:** Requested or proposed actions referring to the speaker himself, alone or among others, are put into the subjunctive. Negative μή.

#### Examples:

μή λέγωμεν αἰσχρά. *Let us not say shameful things.*

δῶρον φέρω. *Let me carry the gift.*

- b. **Purpose:** purpose clauses are introduced by ἵνα, ὥς, ὅπως, or ὄφρα = *that, in order that, to*. After a primary main verb they take the subjunctive, sometimes also after a secondary main verb. Negative ἵνα μή. ὥς μή, ὅπως μή, ὄφρα μή, occasionally μή alone.

#### Examples:

οὐ λέγει, ἵνα μή γινώσκωμεν.

*He does not tell, (in order) that we may not know.*

δῶρα θεοῖσι φέρομεν, ὄφρα ἀνθρώπους φιλέωσιν.

*We bring gifts to the gods, (in order) that they may love men.*

### 99. MEMORIZE

ἐννέπω, ἐνίψω, ἔνισπον

I say, I tell

ἐπεὶ

[conj.] when; since

ἔχω, ἔξω or σχήσω, σχόν or σχέθον

I have, I hold

ἵνα	[adv.] where; [conj.] that, in order that, to
κεύθω, κεύσω, κύθον	I hide
ὅπως	[conj.] that, in order that, to
ὅτι	[conj.] that; because
ὄφρα	[conj.] that, in order that, to
παρ-έχω, παρ-έξω or παρα-σχήσω, παρά-σχον	I supply
[Note: A compound verb is a verb (ἔχω) prefixed with a preposition (παρά); in some of the forms of compound verbs, as here in the case of παρ-έχω, the spelling of the prefix may be altered because of the vowel or consonant which follows it.]	
ρέζω, ρέξω, ρέξα	I do

### 100. TRANSLATE

1. ἀληθείην αἰεὶ ἐννέπωμεν.
2. εὐδομεν ἵνα μὴ θνήσκωμεν.
3. δίκην φιλέει ὄφρα ὄλβον ἔχη.
4. χαλεπὰ δὴ φέρωμεν.
5. λέγω ὡς μανθάνητε.
6. τάδε δὴ ρέζον, ἵνα δόξαν νῦν ἔχωσιν.
7. ἐννέπω [subjunctive] ὅπως γιγνώσκης.
8. θνήσκει ἵνα βίον ἔχητε αὐτοί.
9. ἀληθείην μὴ κεύθωμεν.
10. πόνους φέρουσιν ὄφρα χρυσὸν ἔχωσιν.

### 101. PUT INTO GREEK

1. Let us lead a noble life!
2. I hide the treasure [in order] that he may not see it.
3. He supplies fruit in order that we may be strong.
4. Let us bear this difficult disease.
5. They die in order that you (sg.) may not die.
6. Let us always have justice.
7. If we know the truth, let us not hide it.
8. Let us love our friends from the heart.
9. We learn in order that our mind may be strong.
10. Let us not do evil things nor wicked deeds.

### 102. READINGS

1. μὴ φιλέωμεν ἐν λόγῳ μηδὲ ἐν γλώσσει, ἀλλὰ ἐν ἔργῳ καὶ ἀληθείῃ. οὕτως δὴ γιγνώσκομεν ὅτι ἐξ ἀληθείης εἰμέν. (St. John)
2. τάδε ρέζω ἵνα δόξαν ἐν ἀνθρώποισιν ἔχη. (Homer; Zeus, speaking of Odysseus)

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3. ῥέζωμεν δὴ οὕτως, ἐπεὶ θεὸς οὕτως ἄγει. (Plato)
4. λέγει, καὶ οὐ κεύθει νόῳ, ἵνα καὶ αὐτὴ γιγνώσκω  
[subjunctive]. (Homer)
5. τλητὸν γὰρ θεοὶ θυμὸν πάρ-εχον ἀνθρώποισιν. (Homer)

γλῶσσα, -ης [f.] tongue, language  
τλητός, -ή, -όν enduring

### 103. WRITE IN GREEK

1. I would not have done it if I had known it was evil.
2. Many diseases bring death to mortals.
3. Even if it had been difficult, he would have said it.

### 104. WORD STUDY

GLOSSARY (a dictionary of obscure or foreign words in some authors, explaining their meaning), GLOSS (a marginal note in old manuscripts), hence also to GLOSS (over) some statement by a plausible explanation covering its defects; POLYGLOT (πολύ many; in many tongues or languages, as a 'polyglot bible').

# Lesson 19

## The Present Optative Active: Wishes and Purpose Construction After Secondary Main Verbs

### 105. ENDINGS

	PRES. OPT. ENDINGS		PRES. OPT.	
	<i>Sg.</i>	<i>Pl.</i>	<i>Sg.</i>	<i>Pl.</i>
1st pers.	-οιμι	-οιμεν	λύοιμι	λύοιμεν
2nd. pers.	-οις	-οιτε	λύοις	λύοιτε
3rd. pers.	-οι	-οιεν	λύοι	λύοιεν

*Note:* As with the subjunctive, and for the same reasons (Section 97, note 2), no translation of the optative is given with the paradigms.

### 106. USES OF THE OPTATIVE

- a. **Wishes:** Both possible and impossible wishes are expressed by the optative alone (hence its name, from Latin *opto*, I wish or hope). Sometimes εἰ, εἴθε, or εἰ γὰρ (= “would that”, “if only”) introduce the wish, especially if it is an impossible one. Negative μή. Note that a wish often = a polite imperative.

*Examples:*

μανθάνοιμι. *May I learn! I hope I learn.*  
μή τόδε κελεύοις. *Please don't command this.*

- b. **Purpose:** after a secondary main verb, ἵνα, ὥς, ὅπως, or ὅφρα generally take the optative (occasionally the subjunctive; cp. 98b) to express purpose. Negative ἵνα μή, etc. Thus,

πολλοὺς φέρε πόνους ἵνα καλὰ μανθάνοι.  
*He bore many labors (in order) that he might learn noble things.*

*Note:* As indicated here and in Section 98b, the mood of the verb in a purpose clause depends on the tense of the main verb of the sentence. This relation between the tenses and moods of the verbs in complex sentences is called **sequence of moods**. A primary tense (Section 83e) of the main verb requires a subjunctive in the purpose clause; this is termed **primary sequence**. A secondary tense requires an optative; this is called **secondary sequence**. Sequence of moods will apply in other constructions besides purpose constructions.

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### 107. MEMORIZE

ἀδικέω, ἀδικήσω, ἀδίκησα	I (do) wrong, I injure
διώκω, διώξω, δίωξα	I pursue
ἐσθίω, ἔδομαι, φάγον	I eat
ἰκάνω	[pres. system only] I come
κελεύω, κελεύσω, κέλευσα	I command [+ acc., dat., inf.]
ποιέω, ποιήσω,ποίησα	I make, I produce, I do
φοιτάω, φοιτήσω, φοίτησα	I roam (back and forth)

### 108. TRANSLATE

1. μή ποτε ἀδικέοιμι.
2. κεῦθον χρυσὸν ἵνα μὴ τὸν ὄραοις.
3. ὄλβον αἰεὶ ἔχοιμεν.
4. ἔσθιεν ὅπως μὴ θνήσκοι.
5. εἰ γὰρ βίον ἔχοιμι ρηίδιον.
6. ἵκανεν ὄφρα ποταμὸν ὄραοι.
7. καρπούς φέρομεν ἵνα ἐσθίοιτε.
8. λόγους ἐσθλῶν μανθάνοιμεν.
9. πολλὰ χαλεπὰ ῥέζε ἵνα ὄλβον ἔχοι.
10. ὀφθαλμούς ἡμετέρους ἔχομεν ὄφρα ὄράωμεν.

### 109. PUT INTO GREEK

1. He brought fruit (in order) that we might eat.
2. May we always do noble things!
3. He roamed back and forth in order to see the river.
4. If only she loved those things!
5. The foolish fellows slept, in order that they might not learn.
6. Please don't say that.
7. Did you (pl.) hide the fruit in order that we might not eat it?
8. May you (sg.) never do wrong!
9. They bore the other labors also, in order that they might not die.
10. May I learn the same truths!

### 110. READINGS

1. ἄγνωστον δὲ φίλω καλὸν μὴ ποτε ἔχοιμι. (Callimachus)
2. ἀλλὰ ἄνθρωπος σιγῇ δῶρα θεῶν ἔχοι. (Homer)
3. νοῦσοι δὲ εἰς ἀνθρώπους ἰκάνουσιν αὐτόματα καὶ πολλὰ κακὰ θνητοῖσι φέρουσιν. σιγῇ δὲ φοιτάουσι, ἐπεὶ οὐκ ἔχουσι φωνήν. (Hesiod)

4. ἀγαθὸς μὲν ἄνθρωπος ἐξ ἀγαθοῦ θησαυροῦ ἔης κραδίης προ-φέρει ἀγαθόν, πονηρὸς δὲ ἐκ πονηροῦ πονηρόν. (St. Matthew)
5. αἶψα γὰρ ἐν κακοῖσι βροτοὶ γηράσκουσιν. (Homer)

ἄγνωστος, -η, -ον	unknown
αὐτόματος, -η, -ον	spontaneous
γηράσκω	I grow old
κραδίη, -ης	heart
προ-φέρω	I bring forth
σιγή, -ῆς	silence

### 111. WRITE IN GREEK

1. Foolish people sleep [in order] that they may not learn difficult things. [Do not translate “people”]
2. If he commands this, let us do it as for a friend.
3. Men who have a noble mind pursue truth and justice, that they may never do wrong.

### 112. WORD STUDY

ESOPHAGUS (οἶσω from φέρω, and φάγον, ‘the food bearer’, the tube through which food passes from mouth to stomach); — POET (ποιη-τής a maker), POEM (ποίη-μα a thing made), POETIC; — AGNOSTIC (‘unknowing’, one who denies certain knowledge is possible, a full skeptic), AGNOSTICISM: — AUTOMATIC (self-moving, self-operating), AUTOMATON (a mechanical device imitating human actions; a person whose actions seem to be mechanical and involuntary, a ‘living machine’); — CARDIAC (from καρδία. variant spelling for καρδίη -of the heart, as ‘cardiac glands’).

# Lesson 20

## The Present Active Imperative, Infinitive and Participle. Commands. Accusative With Infinitive in Indirect Statement.

### 113. FORMS

PRES. IMPT. ENDINGS			PRES. IMPT.	
	<i>Sg.</i>	<i>Pl.</i>	<i>Sg.</i>	<i>Pl.</i>
2nd. pers.	-ε	-ΕΤΕ	λύε loose/ be loosing	λύετε loose/ be loosing
PRES. INF. ENDINGS			PRES. INF.	
	-ειν or		λύειν or	to be loosing/ to loose
	-(ε)μεν or		λύ(ε)μεν or	
	-(ε)μεναι		λύ(ε)μεναι	
PRES. PTC. ENDINGS			PRES. PTC.	
	m. f. n.		m. f. n.	
	-ων, -ουσα, -ον		λύων, λύουσα, λῦον	

### 114. USES

1. The **imperative** expresses a command. Negative μή.  
*Example:* μή τὸ ἐσθίετε. *Do not eat that!*
2. Some of the constructions in which the **infinitive** is used are the following:
  - a. **Complementary infinitive:** after verbs of wishing, planning, etc., as in English.  
*Example:* ἐθέλει μαθηθῆναι. *He wishes to learn.*
  - b. as a **noun**. When used as nouns, infinitives are always neuter in gender.  
*Example:* ἀδικεῖν αἰσχρόν ἐστιν.  
*To do evil is shameful. (= evil-doing is shameful).*
  - c. **Indirect Statement:** When statements are quoted indirectly, they are introduced by verbs of saying, thinking, believing, perceiving, and knowing (e.g., “She says that the guest is sleeping.”). After some Greek verbs, such as λέγω and νομίζω, the verb in the quoted statement is put into the infinitive mood, and the subject of that verb is put into the accusative case. Direct and indirect objects retain their ‘original’ cases. The negative of the infinitive is οὐ.

*Examples:*

λέγει ξεῖνον οὐχ εὐδῆναι. *She is saying that the guest is not sleeping.*  
(The subject of the infinitive is the accusative ξεῖνον.)

νομίζομεν ἐκεῖνον εἶναι σοφόν. *We consider that man to be wise.*  
 (= We think that that man is wise. The subject of the infinitive εἶναι is ἐκεῖνον, with the predicate adjective σοφόν modifying it.

ἰητρὸς λέγε τούσδε νοῦσον φεύγειν.  
*The doctor was saying that these people were escaping the disease.*  
 The subject of the infinitive φεύγειν is τούσδε; its direct object is νοῦσον.

*Note:* The action denoted by the *present* infinitive is contemporaneous with the action of the main verb, i.e., the guest is not sleeping when she speaks; that man is wise as we speak, and the people were escaping the disease at the same time as the doctor was saying that they were escaping. As new tenses are introduced, so will new tense relations in indirect statement be presented. We shall see that the tense of the infinitive in indirect statement represents the tense of the finite verb in the direct statement.

3. Declension, uses and translations of the participle will be introduced in Lessons 29 and 30. Participles will not appear in exercises until then.

### 115. MEMORIZE

ἐθέλω, ἐθελήσω, ἐθέλησα	I wish
ζῶω, ζῶσω, ζῶσα	I live
ἠδέ	[conj.] and
νοέω, νοήσω, νόησα	I think, I perceive
νομίζω, νομιῶ, νόμισα	consider, think, believe
παρά	[prep. + gen.] from [prep. + dat.]at, beside [prep. + ace.]to, along
φεύγω, φεύξομαι, φύγον	I flee, I escape

### 116. TRANSLATE

1. ἐθέλω πολλά μανθάνειν.
2. λέγω ἀρχὴν εἶναι ἀγαθὴν.
3. μή ποτε ἀδικέετε.
4. κείνοι λέγον δένδρεον θνήσκειν.
5. αἰσχρὰ μὴ νόεε θυμῶ.
6. τὴν λέγει νῦν ἰκανέμεν.
7. νήπιος ἐθέλει καρπὸν ἐὸν καὶ ἔχειν καὶ ἐσθίειν.
8. δένδρεα ἠδὲ πέτρας παρὰ ποταμὸν ὁράετε.
9. ὡς δίκαιος ἐθέλω αἰεὶ ζῶμεναι.
10. νομίζει ἐκείνους πονηροὺς κεύθειν θησαυρόν.

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### 117. PUT INTO GREEK

1. We always wished to eat.
2. Let us never wish to injure a friend.
3. He said that the women were bringing gold and treasure.
4. He is saying that it is easy to do wrong, but hard to hide the base deeds.
5. To live in peace and justice is good.
6. May our mind perceive the truth!
7. They say you (sg.) are just.
8. Speak, in order that many people may know.
9. To wrong a friend is wicked and foolish.
10. Let us learn from noble men never to do wrong.

### 118. READINGS

1. Σωκράτης λέγει πολλούς ανθρώπους ζώειν ἵνα ἐσθίωσιν· αὐτὸς δὲ ἐσθιέ ἵνα ζῶσι. (Xenophon)
2. χαλεπὸν ποιέειν, κελεύειν δὲ ῥήϊδιον. (Philemon)
3. ἀγαθὸν οὐκ ἐστὶν μὴ ἀδικεῖν, ἀλλὰ μηδὲ ἐθέλειν ἀδικεῖν. (Democritus)

Σωκράτης      Socrates

### 119. WRITE IN GREEK

1. They kept roaming back and forth in order to see the trees and rocks along the river.
2. May we love and do the same things!
3. He always did just deeds, that he might live forever in the minds of mortals.

### 120. WORD STUDY

ZOOLOGY (science of animals as living things), ZOO (abbreviation for zoological park, a place for displaying various animals); — PARADOX (a contradictory statement, or one seeming to be contradictory), PARADIGM (δειγμα a showing; hence, a chart showing the forms of a word beside one another), PARAGRAPH (γράφω I write; originally a mark in the margin 'written beside' the word beginning a new division of the thought; hence, a division of thought in composition), PARALYSIS (a loosening of the muscles beside the bones, resulting in inability to move the limbs).

# Lesson 21

## Review of the Present System Active The 'Alpha Privative'

### 121. ENDINGS

#### PRESENT SYSTEM ACTIVE

-Ω	-ΟΜΕΝ
-ΕΙΣ	-ΕΤΕ
-ΕΙ	-ΟΥΣΙ(ν)
-ΟΝ	-ΟΜΕΝ
-ΕΣ	-ΕΤΕ
-Ε(ν)	-ΟΝ
-Ω	-ΩΜΕΝ
-ΗΣ	-ΗΤΕ
-Η	-ΩΣΙ(ν)
-ΟΙΜΙ	-ΟΙΜΕΝ
-ΟΙΣ	-ΟΙΤΕ
-ΟΙ	-ΟΙΕΝ
-Ε	-ΕΤΕ
-ΕΙΝ	
-(Ε)ΜΕΝ	
-(Ε)ΜΕΝΑΙ	
-ΩΝ, -ΟΥΣΑ, -ΟΝ	

### 122. SYNTAX

1. *Indicative*: Imperfect or Aorist Indicative in both clauses, ἄν or κέ(ν) in conclusion, to express contrary-to-fact condition in the past. (Negative μή in if-clause, οὐ in conclusion).
2. *Subjunctive*: Exhortation. (Neg., μή)  
Purpose: ἵνα, ὥς, ὅπως, ὄφρα (Negative μή)
3. *Optative*: Wishes. (Neg. μή)  
Purpose: ἵνα, ὥς, ὅπως, ὄφρα (Negative μή)
4. *Imperative*: Commands. (Neg. μή)
5. *Infinitive*: After verb of wishing, etc., (Neg. μή)  
As a noun. (Neg. μή)  
In Indirect Statement (Neg. οὐ)

*Note*: the general distinction between οὐ and μή is that οὐ negates statements of concrete fact; μή, the others (possibility, condition, general, etc.).

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### 123. THE ALPHA PRIVATIVE

In the ancient Indo-European mother language from which Greek, Latin, and English are descended, the vocalic-n sound (η) prefixed to words, often negated their meaning. This sound became ἀ(ν)- in Greek, *in* in Latin, *un-* in English (e.g., ἀδικέω, *in-vincibilis*, un-kind). Notice this negative or privative force of α- or αν- in many Greek words which you will meet. (Can you find the two instances in which it has already occurred?). Not all initial alphas, of course, have this negative force.

### 124. MEMORIZE

ἀθάνατος, -η, -ον	immortal, eternal
ἀμαρτάνω, ἀμαρτήσομαι, ἄμαρτον	I fail of, I miss, I err [often + gen.]
διδάσκω, διδάξω, δίδαξα	I teach
δῖς	[adv.] twice, a second time
δοκέω, δοκήσω, δόκησα	I seem, I appear
ὄμβρος, -ου	[m.] rain, storm
οὐδέ	and not, nor, not even
παντοῖος, -η, -ον	of all sorts
πάρ-ειμι	I am present
πίπτω, πέσομαι, πέσον	I fall
που	[indefinite adv.] perhaps, I suppose, of course, no doubt
ποῦ	[interr. adv., always with circumflex] where?
σπεύδω, σπεύσω, σπεῦσα	I hasten
τρέφω, θρέψω, θρέψα	I nourish, I feed, I rear
φρονέω, φρονήσω, φρόνησα	I consider, I have understanding

### 125. TRANSLATE

1. παντοῖα ἀγαθὰ βροτοὶ ἐθέλουσιν ἐχέμεν.
2. ἔργον δίκης εἰρήνη ἐστίν.
3. σχέτλιος μὴ καὶ δοκέοιμι ἔμμεν.
4. σπεῦδε πρὸς θάλασσαν.
5. πολλοὶ παρ-ῆσαν, ὅπως μανθάνοιεν.
6. ἱητρὸς τάδε κελεύει ποιέειν, ἵνα βίον ἔχῃς κρατερόν.
7. λέγε τήνδε πέτρην πίπτειν εἰς ποταμόν.
8. οὐκ ἂν θνήσκεν, εἰ μὴ ἀμάρτανε καὶ πίπτε.
9. ἑτέρους διδάσκωμεν παντοίους φιλέειν.
10. μὴ σπεύδετε, ὄφρα μὴ πίπτητε.
11. σοφοὶ νομίζουσιν ἀρετὴν δοξάν φέρειν.

## 126. PUT INTO GREEK

1. If you (sg.) wish to have happiness, do noble things.
2. If he were fleeing the rain, he would be hastening.
3. Truth nourishes our mind.
4. I say men's souls are immortal.
5. Let us eat in order that we may live.
6. If they were considering all sorts of things, they would not err.
7. Time teaches mortals both good and bad.
8. Don't flee toil, lest you seem to be a coward.
9. May we live forever!
10. Only the foolish do not love beautiful things.

## 127. READINGS

1. καί που δοκέεις ἀγαθὸς ἔμμεναι ἢ δὲ κρατερός, ὅτι παρὰ ὀλίγοις καὶ οὐκ ἀγαθοῖσιν ὀμιλέεις. (Homer)
2. σοφῶ γὰρ αἰσχρόν ἐστιν ἀμαρτάνειν. (Aeschylus)
3. οὐ γὰρ χρόνος διδάσκει φρονέειν, ἀλλὰ ἀγαθὴ τροφή τε καὶ ψυχὴ. (Democritus)
4. ὄλβος ἀνθρώπου ἐστὶ βίος κατὰ νόον καὶ ἀρετήν· τάδε γὰρ μάλιστα ἐστὶν ἀνθρωπος. (Aristotle)
5. δις ἐπὶ αὐτῶ λίθῳ πίπτειν αἰσχρόν ἐστιν. (Greek proverb)
6. εἰρήνη γεωργὸν καὶ ἐν πέτρῃσι τρέφει καλῶς, πόλεμος δὲ καὶ ἐν πεδίῳ κακῶς. (Menander)
7. σπεῦδε βραδέως. (Augustus' favorite maxim, quoted by Suetonius.)

βραδέως	[adv.] slowly
γεωργός, -οῦ	[m.] farmer
κακῶς	[adv. of κακός] badly
καλῶς	[adv. of καλός] beautifully, well
μάλιστα	[adv.] especially
ὀμιλέω	I associate with
πεδῖον, -ου	[n.] plain
τροφή, -ῆς	[f.] rearing

## 128. WRITE IN GREEK

1. It is necessary to learn all sorts of things, in order that we may live with men according to justice and truth. [Do not translate "of things"]
2. We know the soul is immortal, both by our own mind and by the words of the wise.
3. Let us not wish to seem noble and brave, but to be, [in order] that our friends may be many.

**129. WORD STUDY**

ATHANASIUS ('the immortal one'); — DIDACTIC (aimed at teaching something, as 'didactic poetry'); — DISSYLLABLE (a word of two syllables); —GEORGE, GEORGIA, Vergil's *Georgics* (poems on the art of farming).

# Lesson 22

## The Present and Imperfect Middle and Passive Indicative. Deponent Verbs

### 130. NOTE

In all systems except the aorist, the form (but not the meaning) of the middle and the passive are exactly alike. For the meaning of middle and passive voice verbs, see the paradigms below and review Section 83c.

### 131. ENDINGS

#### PRES. IND. M.-P. ENDINGS

	<i>Sg.</i>	<i>Pl.</i>
1st pers.	-ομαι	-ομεθα
2nd pers.	-εαι	-εσθε
3rd pers.	-εται	-ονται

#### PRESENT IND. M.-P.

	<i>Sg.</i>	
1st pers.	λύομαι	I loose for myself/ am loosed
2nd pers.	λύεαι	you loose for yourself/ are loosed
3rd pers.	λύεται	he looses for himself/ is loosed
	<i>Pl.</i>	
1st pers.	λύόμεθα	we loose for ourselves/ are loosed
2nd pers.	λύεσθε	you loose for yourselves/ are loosed
3rd pers.	λύονται	they loose for themselves/ are loosed

#### IMPF. IND. M.-P. ENDINGS

	<i>Sg.</i>	<i>Pl.</i>
1st pers.	-ομην	-ομεθα
2nd. pers.	-εο	-εσθε
3rd. pers.	-ετο	-οντο

#### IMPF. IND. M.-P.

	<i>Sg.</i>	
1st pers.	λύομην	I was loosing for myself/ was being loosed
2nd. pers.	λύεο	you were loosing for yourself/ were being loosed
3rd. pers.	λύετο	he was loosing for himself/ was being loosed

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*Pl.*

1st pers.	λύομεθα	we were loosing for ourselves/ were being loosed
2nd pers.	λύεσθε	you were loosing for yourselves/ were being loosed
3rd pers.	λύοντο	they were loosing for themselves/ were being loosed

*Note:* Sometimes -ομεσθα is used for -ομεθα

### 132. DEPONENT VERBS

Some Greek verbs have no active forms, but their middle or passive forms have active meaning. These are called **deponent verbs** because they “lay aside” some of their forms. They are easily recognized in the vocabularies by the fact that the first form given has middle endings, while the meaning remains active. There is an example in the vocabulary of this lesson. The middle of deponent and of active verbs often has **intransitive** force. That is, the action does not ‘go over’ onto another object. E.g., τρέπομαι *I turn (myself)*, in distinction to the transitive τρέπω *I turn (something else)*.

### 133. MEMORIZE

ἀέξω, ἀεξήσω, ἀέξισα	I enlarge, I increase [trans.]; [in mid.]: I increase (myself), I grow [intr.]
αἰτέω, αἰτήσω, αἴτησα	I ask, I request
ἥδομαι, ἥσομαι, ἥσάμην	I am pleased with [+ dat.]
λαμβάνω, λήψομαι, λάβον	I take, get
μάχομαι (μαχέομαι), μαχήσομαι, μαχεσ(σ)άμην	I fight (against)
μετά	[prep. + dat.] among, with; [prep. + acc.] into the midst, after
οὖν	therefore, then [not of time!]
πλησίος, -η, -ον	near; neighbor(ing)
τρέπω, τρέψω, τρέψα	I turn [trans.]; [in mid.]: I turn (myself) [intr.]

### 134. TRANSLATE

1. πόνοις μούνοις πολλὰ μανθάνεται.
2. βροτοὶ ὄλβον διώκονται αἰεὶ.
3. καρποὶ φέροντο πρὸς πλησίους ἡμετέρους.
4. ἱητρὸς οὐκ αἰτέεται χρυσόν, ἀλλὰ ὄλβον ἑτέροις.
5. ἔργοισι ἀγαθοῖσι ἀέξεται ἀρετή.
6. ὑπὸ φίλων γιγνωσκόμεθα.
7. ἐγγὺς πετράων τρέπετο ποταμός.
8. νόος ἀληθείῃ ἥδεται.

9. πλησίοισι ἀγαθοῖσι μαχέεσθε;
10. πολλὰ καὶ ὑπὸ σοφῶν οὐ νοέεται.

### 135. PUT INTO GREEK

1. The treasure was hidden among the trees.
2. I was pleased with the gifts.
3. The wise, then, teach themselves all sorts of things.
4. You (sg.) are said to be brave.
5. The stones were being taken by force and borne to the sea.
6. The evil man was being pursued by many.
7. We are pleased with this gift.
8. After a rain, the rivers increase.
9. Let us nourish our souls with truth and justice.
10. Are you pleased with her voice?

### 136. READINGS

1. θεὸς ὁράει ἀνθρώπους, καὶ πλησίος πάρ-εστιν, ὅς δικαίους ἤδεται καὶ οὐκ ἀδίκους. (Menander)
2. Αἴγυπτος λέγεται ἔμμεν δῶρον Νείλου ποταμοῦ. (Herodotus)
3. αἰτέετε καὶ οὐ λαμβάνετε ὅτι κακῶς αἰτέεσθε. (St. James)
4. ἀνάγκη γὰρ οὐδὲ θεοὶ μάχονται. (Simonides)
5. ἀέξεται ἀρετὴ μετὰ σοφοῖσιν ἀνθρώπων μετὰ τε δικαίοις, ὡς δένδρεον ὑπὸ ὄμβρου· χρειῶ δὲ παντοίη ἐστὶ φίλων ἀνθρώπων. (Pindar)
6. οὐ γὰρ αἴψα θεῶν ἀθανάτων τρέπεται νόος. (Homer)

ἄδικος, -ον	unjust
Αἴγυπτος, -ου	[f.] Egypt
κακῶς	[adv.of κακός] badly, wrongly
ὅς	[rel. pronoun] who
Νεῖλος, -ου	[m.] Nile
χρειῶ	[indecl. f.] need

### 137. WRITE IN GREEK

1. Let us, then, hasten to learn all sorts of noble deeds and to flee from cruel (deeds).
2. Take (pl.) the gold and hide it in the earth, that it may not be the beginning of war among friends. [Omit “it” both times.]
3. If you (sg.) wished to increase the life of the soul, you would do only what is just and excellent.

**138. WORD STUDY**

HEDONIST (one who does only what is pleasant, an extreme pleasure-lover); — METAPHYSICS (‘the treatise after the Physics’ in Aristotle’s writings; hence, the science of ultimate principles underlying all things, the philosophy of Being)— METAMORPHOSIS (μορφή form; a change into one form or state after another, a transformation)— METAPHOR (φορή, a carrying, from φέρω : hence, a comparison where one idea ‘carries after it’ its implications directly to another object without use of like, as, etc.; e.g., “He is a lion on parade, but a rabbit in battle.”); — SYLLABLE (part of a word ‘taken together’ as a unit of sound) — SYLLABUS (a brief outline or schedule of studies, etc. ‘taken together’ in a concise view of the whole).

# Lesson 23

## The Present Subjunctive and Optative, Middle and Passive

139.

	PRES. SUBJ. M.-P. ENDINGS		PRES. SUBJ. M.-P.	
	<i>Sg.</i>	<i>Pl.</i>	<i>Sg.</i>	<i>Pl.</i>
1st pers.	-ωμαι	-ωμεθα	λύωμαι	λυώμεθα
2nd pers.	-ηαι	-ησθε	λύηαι	λύησθε
3rd pers.	-ηται	-ωνται	λύηται	λύωνται

140.

	PRES. OPT. M.-P. ENDINGS		PRES. OPT. M.-P.	
	<i>Sg.</i>	<i>Pl.</i>	<i>Sg.</i>	<i>Pl.</i>
1st pers.	-οιμην	-οιμεθα	λυοίμην	λυοίμεθα
2nd pers.	-οιο	-οισθε	λύοιο	λύοισθε
3rd pers.	-οιτο	-οιατο	λύοιτο	λυοίατο

*Note:*

In the optative middle (pres. and aor.) and also in the Perfect middle indicative (see Sections 269 and 338) the 3 pl. ending is -ατο not the expected -ντο —which is the 3 pl. optative middle-passive ending in later, Classical Greek.

141. MEMORIZE

ἀν-έχομαι, ἀν-έξομαι or ἀνα-σχίσομαι, ἀνά-σχον or -σχεθον	I hold up under, I endure
γίγνομαι, γενήσομαι, γενόμενην, γέγαα	I am born, I become, I am, I happen
ἑταῖρος, -ου	[m.] companion, comrade
ἥλιος, -ου	[m.] sun
μισέω, μισήσω, μίσησα	I hate
ὀρθός, -ή, -όν	straight, true
πίνω, πίομαι, πίων	I drink
ὦ	O! [in direct address]

## A Reading Course in Homeric Greek

### 142. TRANSLATE

1. μὴ μισέωμεν ἑταίρους, ἵνα μὴ καὶ μισεώμεθα.
2. χαλεπὰ ἀν-έχοιο, ὄφρα ποτὲ ἔχηαι καλά.
3. μάχετο, ὅπως μὴ λαμβάνοιτο.
4. ἐσθλὰ αἰεὶ διώκωμεν.
5. γίγνοιτο εἰρήνη ὀρθή τε καὶ δικαίη.
6. πίπτει εἰς γαῖαν ὄμβρος, ἵνα δένδρεα ἀέξηται.
7. ἠδοίμεθα αἰεὶ κείνοις.
8. πονηροὶ κεύθονται, ἵνα μὴ ὀράωνται.
9. πολλὰ ἀν-εχόμεν, ἵνα γιγνοίμην σοφός.
10. μὴ ποτε τρέποισθε ἀπὸ ἀληθείης νηπίων λόγοις.
11. ἀέξεται ὄλβος, ἐπεὶ δίκαιοι ἦσαν.

### 143. PUT INTO GREEK

1. Let us nourish our minds with good things.
2. We eat and drink [in order] to become strong.
3. May he endure sickness as a brave man.
4. They fled, lest they be seen.
5. Didn't you (sg.) bring this that it might be eaten?
6. Hide (pl.) the treasure in the rocks, that it may not be taken.
7. "May I always fight for the sake of truth and justice," he said.
8. He wished to die that he might not be said to be a coward.
9. May our hearts be pleased with good things, as our eyes are with the beautiful.
10. Let us fight and die as brave men.

### 144. READINGS

1. γαῖα κελαινὴ πίνει ὄμβρον, πίνει δὲ δένδρεα γαῖαν· ποταμοὺς πίνει θάλασσα, ἥελιος δὲ θάλασσαν· ἀν-έχοισθε οὖν, ὦ ἑταῖροι, εἰ καὶ αὐτὸς ἐθέλω πίνειν.  
(Anacreontic)
2. μὴ σπεῦδε πλουτέειν, μὴ αἶψα πτωχὸς γίγνηαι. (Menander)
3. τόδε οὐκ ἔστι χαλεπὸν — θάνατον φεύγειν. ἀλλὰ φεύγειν πονηροὺς καὶ πονηρά, τόδε δὴ ἔστι χαλεπὸν. (Plato)

κελαινός. -ή, -όν	black
πλουτέω	I am rich
πτωχός, -οῦ	[m.] beggar

**145. WRITE IN GREEK**

1. Many men are pleased with truth and beautiful things; but many think life is to eat and to drink.
2. The sun is said by the foolish to drink from the rivers and the sea.
3. He fought in the war, that we might live and die in peace.

**146. WORD STUDY**

NITROGEN (a 'nitrate-born' element), GENESIS (the first book of the Bible, telling of the 'birth' or making of the world); — HELIOTROPE (ἥλιος, later spelling for ἡέλιος, and τροπή from τρέπω : hence 'sun-turner', a purple flower which turns to face the sun), HELIUM (an element first discovered in the sun); — MISANTHROPE (a hater of mankind); — ORTHODOX (holding the true opinion, un-heretical), ORTHOGRAPHY (γράφω I write; correct spelling or writing); — PLUTOCRAT, PLUTOCRACY (κράτος power; government by the wealthy), PLUTO (god of the underworld of the dead in ancient mythology, as being 'rich' in possessions).

# Lesson 24

## The Present Imperative, Infinitive, Participle Middle and Passive The Use of Infinitive For Imperative

### 147. FORMS

#### PRES. IMPT. M.-P. ENDINGS

	<i>Sg.</i>	<i>Pl.</i>
2nd pers.	-εο or -ευ	-εσθε

#### PRES. IMPT. M.-P.

	<i>Sg.</i>		<i>Pl.</i>	
2nd pers.	λύεο or λύευ	loose for yourself be loosing for yourself be loosed	λύεσθε	loose for yourselves be loosing for yourselves be loosed

#### PRES. INF. M.-P. ENDINGS

-εσθαι

#### PRES. INF. M.-P.

λύεσθαι to loose for oneself  
to be loosed

#### PRES. PTC. M.-P. ENDINGS

m. f. n.  
-μενος, -η, -ον

#### PRES. PTC. M.-P.

m. f. n.  
λυόμενος, λυομένη, λυόμενον

*Note:* The present participle middle-passive declines like καλός, -ή, -όν

### 148. INFINITIVE AS IMPERATIVE

Not infrequently the infinitive is used in an independent clause with the force of an imperative, e.g., πονηρὰ φεύγειν. *Flee from base things!*

### 149. MEMORIZE

ἄπ-ειμι	I am away
αὐτάρ	but, yet
δυνατός, -ή, -όν	able, possible [+ εἶμι and infinitive] able (to do something)
μέλλω, μελλήσω, μέλλησα	I am about, I am going, I intend, I am destined (to do something) [+ infinitive]