

**IMPACT
INTERNATIONAL
SCHOOL
OF MINISTRY**

Αα Ββ Γγ Δδ Εε Ζζ Ηη Θθ Ιι Κκ Λλ Μμ

GREEK II

Νν Χχ Οο Ππ Ρρ Σσ Ττ Υυ Φφ Ξξ Ψψ Ωω

STUDENT WORKBOOK

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Note: Bulk of material within the first four classes are based on ***The Original Word Teaching Series II: New Testament Greek for Bible Study*** by Charles Goodwin & W. David McBrayer.

Greek II
Class 1
Introduction

NOTES

I. Purpose

This course picks up where Greek I left off and will continue to teach you important _____ principles of New Testament Greek and how to use these _____ to interpret the New Testament. Through the Holy Spirit and the use of these principles you will obtain a greater _____ into the Word of God. This in turn will help each of you to learn what the Bible _____ says about Jesus, what he did, and how that _____ you.

II. Tools

A. *Required from Greek I*

1. King James (Authorized Version) Bible
2. Thayer's Greek/English Lexicon with Strong's Numbers
3. Numbered Strong's Exhaustive Concordance
4. *Greek I Workbook (for reference)*

B. *Required New Books*

1. Interlinear Greek/English New Testament
2. Analytical Greek New Testament

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C. Recommended (for home study)

1. Other Translations of the Bible (e.g. NIV, AMP, TMB, TEB, TLT, etc.)
2. Word Study commentaries (e.g. Wuest, Vincent, etc.)
3. Other Lexicons (e.g. Baur, Arnt & Gingrich; Analytical Greek Lexicon; etc.)

III. Course Outline

A. Six Lessons

- (Week 1) Introduction, Translation Process, Adjectives
- (Week 2) Adjectives continued, Adverbs
- (Week 3) Pronouns
- (Week 4) Pronouns continued
- (Week 5) Conjunctions
- (Week 6) Conjunctions continued

Each Week we begin with the lesson and then move into _____ application of the _____ we have learned to date by analyzing and writing expanded translations on selected passages of scripture.

B. Review and Vocabulary

1. Each Lesson will have a _____ containing questions to review the lesson material.
2. Each Lesson will have a list of verses to translate as homework assignments for the following week. The purpose for these is to implement what you have learned to further your _____ of who you are in Jesus.

IV. How to View this Course

A. *Your Mindset*

Spend just a few moments pondering the benefits you expect to derive from this course. Then commit your way to the Lord. He will give you the grace to fulfill every dream that you make a priority and commit to Him.

This class is all about learning something _____ and _____ to understand who we are in Jesus. This should never be looked at a hard but _____. We are going to go back to being children, where learning was _____, _____, and _____. _____ is the ticket to learning.

B. *Greek and What We Believe*

We believe that the Word of God speaks best for itself. In order to _____ understand what the text means, one must understand more fully the _____ in which it was written.

We believe that New Testament Koiné Greek is within the reach of anyone who desires to learn, and that everyone who studies the New Testament will benefit from an _____ of the _____ principles of the language.

Our goal is to help _____ the one true _____ as contained in the Greek New Testament, the Original Word of God.

By learning some principles of New Testament Greek, we are in a position to allow the _____ to give _____ into God's Word in a way we never experienced before.

Ephesians 1:17-19a (NIV)

“I keep asking that the God of our Lord Jesus Christ, the glorious Father, may give you the Spirit of wisdom and revelation, so that you know him better. (18) I pray also that the eyes of your heart may be enlightened in order that you may know the hope to which he has called you, the riches of his glorious inheritance in the saints, (19) and his incomparably great power for us who believe.”

The renowned Greek scholar, Dr. A. T. Robertson, in his book, The Minister and His Greek New Testament, wrote:

The Greek New Testament has a message for each mind. Some of the truth in it has never yet been seen by anyone else. It is waiting like a virgin for-est to be explored.

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V. Our Study Approach

A. *You may need to view each lesson a number of times.*

1. _____ if you do not understand all the material after the first viewing. If you miss something, simply **review** it again.
2. With _____ exposure and frequent review, _____ which are at first difficult eventually become _____.
3. We recommend that you:
 - a) First _____ and take notes that you will understand in class.

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b) _____, at the _____
and _____ of the day. Review
your notes

c) _____ the
letters and words!

d) _____ reading the passages
_____.

4. It takes time to absorb each lesson.
_____. The concepts
you learn will last a _____.

B. Study Method

Our study will use the _____ method.

1. This is the method of learning the gram-
matical rules of the language by
_____ how the language is used.
2. We will not attempt to memorize a long
list of rules, charts, and formulas.
3. The inductive method can be called the
_____ or the
_____ approach.

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Greek II

Class 1 Adjectives

NOTES

I. Greek Adjectives

A. Definition of Adjectives

In English the adjective is a word joined to a noun to _____, _____, or _____ (i.e. to add something to) its meaning.

In Greek the adjective does the _____ as in English and more. It can also describe, limit, or qualify another _____.

B. In Greek the adjectives agree with the nouns they modify in _____, _____, and _____.

At least this is the norm. An exception is in its use with a collective noun. The collective noun which is usually in _____ may take a _____ adjective, in which case the agreement is determined by _____ rather than form.

Example of this exception is Acts 3:11b:

συνεδραμεν	πρὸς	αὐτοῦ	πάσης
VIAA--ZS	PA	NPAMXP	A--NM-S
ran_together	toward	them	all

οἱ	λαῶ;	ἐς	τῆς	στοᾶς
DNMS	N-NM-S	PD	DDFS	N-DF-S
the	people	at	the	porch

τῆς	καλουμένης	Σολομῶντος
DDFS□APRNFS	VPPPDF-S	N-GM-S
the (one)	called	Solomon's,

ἐκθαμβοί.
A--NM-P
greatly_amazed.

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Acts 3:11 (KJV) And as the lame man which was healed held Peter and John, all the **people** ran together unto them in the porch that is called Solomon's, **greatly wondering**.

Acts 3:11 (NIV) While the beggar held on to Peter and John, all the **people were astonished** and came running to them in the place called Solomon's Colonnade.

II. How adjectives appear in the Greek Lexicon.

- A. Most adjectives have _____ sets of endings corresponding to the three _____. The lexicon shows the adjectives that have three endings in order of masculine, feminine, and neuter.

e.g.: holy #40 ἅγιος, ἁγία, ἅγιον

The word appears in the lexicon as:
ἅγιος, -α, -ον. It means *holy*.

- B. Other adjectives have _____ sets of endings. In this case the masculine and feminine genders have the _____ form and are listed first. The neuter would be listed second.

e.g.: true #227 ἀληθής, ἀληθές

In the lexicon it appears as:
ἀληθής, -ές. It means *true*.

III. How adjectives are used.

The adjective performs six different functions: Attributive, Predicative, Substantival, Comparativ, Adverbial, and Numeric.

In Greek II we will be investigating three of these distinct functions: _____, _____ and _____.

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IV. Attributive Uses of Adjectives

The attributive adjective _____ a noun by ascribing (attributing) a _____ to the noun, by giving an incidental description of it.

The attributive adjective may be found with (articular or arthrous use) or without (anarthrous use) the _____. It occurs in both singular and plural numbers and in all three genders.

A. There are _____ ways an attributive adjective may appear:

1. The attributive position _____ the definite article,
2. The _____ attributive position _____ the article, or
3. The _____ attributive position _____ the article.

B. The attributive position without the definite article.

1. Occasionally, the **attributive adjective** is used _____ an article. In such constructions the _____ also does not have the article.
2. When **no article** is used, the _____ must _____ whether the construction is **attributive** or **predicative**.

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Example: John 4:10b.

...καὶ; ἔδωκεν ἄν σοι
and he_would_have_given - to_you

ὕδωρ ζῶζον
N-AN-S VPPAAN-S
2water 1living.

KJV: ...and he would have given thee living water.

Here the **verbal adjective** *living* is used to describe the **noun** *water*. In English we put the adjective _____ the noun; therefore, we translate the phrase as ***living water***.

Another Example: Romans 7:23

Βλέπω δε; ἕτερον νόμον
VIPA-XS CH A--AM-S N-AM-S
2I_see 1but another law

C. The attributive position with the article (arthrous or articular use).

If there is an article in the construction, the attributive adjective _____ the article. There are two ways this construction is presented.

1. _____ attributive position

In the first attributive position the adjective follows the _____ and has more _____ than the noun.

Examples: (article – **adjective** – noun)

a. οὗ ἀγαθὸ; λόγος
DNMS A--NM-S N-NM-S
The good word

The adjective *good* tells what *word* we

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are mentioning. We are not mentioning all words or just any word, but only “the good word”. Here we have the article first then the adjective followed by the noun.

- b. A Bible example: I John 5:20b

οὗτος	ἐστιν	ὁ	ἀληθινός;
APDNM-S	VIPA--ZS	DNMS	A--NM-S
This_one	is	the	true
(subject)	(linking verb)	(complement –	

θεός
N-NM-S
God.
predicate nominative)

The adjective *true* is being emphasized and tells us which God is being mentioned. The author is not saying that *this one* is just any God, but *this one* is the **true** God.

- c. Other passages that illustrate the first attributive position of the adjective:

John 2:10; 1 Timothy 6:12; Ephesians 3:5; and Matthew 5:16.

2. The _____ Attributive Position

In this construction the adjective follows the _____ (or substantive) and has _____ emphasis with the noun. When the adjective follows the noun then it needs its own _____.

Examples: (**article** – noun – **article** – adjective)

a.	ὁ	λογὸς	ὁ	ἀγαθός;
	DNMS	N-NM-S	DNMS	A--NM-S
	The	Word,	the	good_one

This could be translated as “the good

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word". I could also be translated as "The word, namely, the good one." Later we will learn that the masculine adjective can be translated as a concrete noun; therefore, we could translate it as "The word, namely, the good word."

b. John 10:11a

ΕΣΥΩΣ	ΕΙΣΜΙΣ	ΟΨ	ΠΟΙΜΗ;Ν
NPN-XS	VIPA--XS	DNMS	N-NM-S
I,	I_am	the	shepherd,

ΟΨ	ΚΑΛΟΨ
DNMS	A--NM-S
the	good_one;

In this passage Jesus isn't claiming to be just any shepherd, but a particular shepherd, namely the good one. Wuest translates it as:

"I alone am the shepherd, the good one."

In Greek I we studied the _____ of the definite _____. If we consider the use of the definite article, along with how the adjective *good* is used, Jesus says that he is in a _____ all by himself.

V. Predicate Uses of Adjectives

The predicate adjective _____ a noun by making an important _____ statement about the noun.

A. Important characteristics about the predicate adjective.

1. The predicate adjective is _____ immediately preceded by the article.

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2. A _____ may or may not be found in the text.
3. Just as with the attributive adjective, the predicate adjective _____ in number, gender, and case with the _____ about which it makes the assertion.
4. If the verb is not found in the text, it must be _____.

B. Examples of Predicate Adjectives

1. In both examples below the predicate adjective is making an additional statement about the subject.
2. There is _____ verb in the Greek text; however, one needs to be _____ in the English translation. Therefore we supply the verb *is*.
3. Examples:

a.	οϕ	λογ̃ο	αγαθο̃ς
	DNMS	N-NM-S	A--NM-S
	The	word [is]	good.

We have article, noun, adjective giving us the predicate position. The article does _____ precede the adjective instead it stands before the noun.

b.	αγαθο̃ς;	οϕ	λογ̃ο
	A--NM-S	DNMS	N-NM-S
	³ [is] ⁴ good	¹ The	² word.

We have adjective, article, noun giving us the predicate position. Again, the article does _____ precede the adjective. Instead the article stands before the noun.

4. Grammarians do differ slightly on the em-

phasis that is implied by the distinction between attributive and predicate uses of adjectives but A.T. Robertson sums up the matter by saying that “the predicate presents an additional statement, is indeed the main point, while the attributive is an incidental description of the substantive about which the statement is made.” [A. T. Robertson, A Grammar of the Greek New Testament in the Light of Historical Research, p. 656.]

C. Biblical Examples of the Predicate Adjective

1. Matthew 5:3a

μακαριοι	οι	πτωχοι;	τω
A--NM-P	DNMP	AP-NM-P	DDNS
Blessed [are]	the	poor (ones)	-

πνευματι
N-DN-S
in_spirit

The simple subject is *the poor*. The adjective *poor* is being used as the substantive. The simple predicate *are* is being supplied. The predicate position adjective is **not immediately** preceded by the article. If we wished to put the subject at the front of the sentence in the English translation, we would translate it as, “*The poor in spirit are blessed.*”

2. 1 Corinthians 15:9b

ουκ	ειμι;	ιφκανο;	καλει	λσθαι
AB	VIPA--XS	A--NM-S	VNPP	
² not	¹ I_am	³ worthy	to_be_called	

αςποστολο,
N-NM-S
an_apostle,

The simple subject is *I* because the verb inflection indicates first person, singular,

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therefore, the subject is supplied in the verb. The simple predicate is *am* or expanded *am_not*. The predicate adjective *worthy* makes a statement about the subject. Also note that the adjective is not immediately preceded by the article.

D. Adjective _____ article— Attributive or Predicate: _____ _____.

The following two examples illustrate that the _____ without the article can appear in the predicate position in one context and in the attributive position in another.

1. Acts 4:10a – illustrates the adjective *γνωστο;ν* in the predicate position.

γνωστο;ν εστω παλσιν υφμι λν
A--NN-S VMPA--ZS A--DM-P NPD-YP
²known ¹let_it_be to_all you

και; ναντι; τώλ λαώλς Ισραηλ,
CC A--DM-S DDMS N--DM-S N--GM-S
and to_all the people of_Israel,

Note that the subject *it* is found in the verb *let_it_be*. The adjective *known* is in the predicate position. The context makes the determination.

2. Acts 4:16b – illustrates the adjective *γνωστο;ν* in the attributive position.

ὅτι με;ν γα;ρ γνωστο;ν
CC CC CS A--NN-S
²that ³indeed ¹for a_known

σημει λον γεγονεν
N--NN-S VIR--ZS
sign has_come_to_pass

The subject *sign* is grammatically ana-

lyzed as: Noun, nominative, neuter, singular. The adjective *known* (nominative, neuter, singular) is in the attributive position. It agrees with the noun in case, gender, and number.

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VI. The _____ of Doing _____ _____ Grammatical Analysis.

Commentaries at times _____ with each other as to the interpretation of a passage of scripture. To _____ which is correct, you will need to do your own grammatical analysis of the passage.

In Appendix B is a study of the passage 1 Peter 1:7. This study shows the _____ of checking the grammatical construction of passages even when using commentaries.

VII. Review

- A. **Adjectives** normally **agree** with the nouns they modify in **gender, number, and case**.
- B. The adjective could be found in either the **attributive** position or the **predicative** position.
- C. There were three ways the attributive adjective may appear:
 - 1. The attributive position **without** the definite article (**context determines** attributive or predicative use),
 - 2. The **first** attributive position with the article (i.e. article-adjective-noun), or
 - 3. The **second** attributive position with the article (i.e. article-noun-article-adjective).
- D. The predicative adjective is **never immediately** preceded by the article and a **linking**

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verb may or may not be found in the text. If the linking verb is not found then it must be **understood**.

- E. The attributive adjective is making an **incidental qualification** of the noun.
- F. The predicative adjective is making an **important additional statement** about the noun.

VIII. Before Next Lesson

- A. **Review** notes and **complete** this week's portion of the **Study Guide**.
- B. **Complete** the **homework** assigned for this week. **Note the due dates** for the different parts on the assignment sheet.
- C. **Practice reading out loud** the verses that were given throughout the lesson and assignments that are given. This will help you become more **confident** and **fluent** in your reading.

NOTES

Greek II
Class 2
Adjectives & Adverbs

NOTES

I. Review – Attributive and Predicative Adjectives

Last lesson we learned:

- A. Adjectives normally _____ with the nouns they modify in _____, _____, and _____.
- B. The adjective could be found in either the _____ position or the _____ position.
- C. There were three ways the attributive adjective may appear:
 - 1. The attributive position _____ the definite article (_____ determines attributive or predicative use),
 - 2. The _____ attributive position _____ the article (i.e. article-adjective-noun), or
 - 3. The _____ attributive position _____ the article (i.e. article-noun-article-adjective).
- D. The attributive adjective is making an _____ of the noun.
- E. The _____ adjective is _____ immediately preceded by the article and a _____ may or may not be found in the text. If the linking verb is not found then it must be _____.
- F. The predicative adjective _____ the noun by making an important _____ statement about the it.

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- G. The same adjective can appear in the predicate position in one context and in the attributive position in another. The _____ will determine which _____ the adjective occupies.

II. The Objectives for this class

- A. During this class we will look at two adjectives $\pi\alpha\tilde{\lambda}$ and $\delta\lambda\hat{o}$ that take on different meaning depending on their position.
- B. We will be studying adjectives used as nouns.
- C. We will also take a look at the adverb.

III. The Adjectives $\pi\hat{\alpha}$ (all) and $\delta\lambda\hat{o}$ (whole)

The adjectives $\pi\alpha$ (*all*) and $\delta\lambda\hat{o}$ (*whole*) take on _____ meanings depending upon their _____.

1. $\pi\alpha$ οφ or $\delta\lambda\hat{o}$ οφ, in the _____ position means “*all*”.

$\pi\alpha\varsigma\hat{\eta}$ τη $\mathcal{A}\mathcal{A}\varsigma\hat{\iota}\varsigma\hat{\alpha}$ “*All Asia*” – Acts 19:26

2. οφ $\pi\alpha$ or οφ $\delta\lambda\hat{o}$, in the _____ position, means “*the whole of*”.

$\eta\varsigma\alpha\nu$ οιφ $\pi\alpha\varsigma\nu\tau\hat{\epsilon}$ $\hat{\alpha}\varsigma\nu\delta\rho\hat{\epsilon}$ ωφσει;
δωςδεκα

“They were, *the whole group of* men, about the twelve” – Acts 19:7

3. $\pi\hat{\alpha}$ before a _____ without the _____ means “*any*” (= “every”). $\pi\alpha\nu$ δεσνδρον (Matthew 3:10) is “any tree” not “*every* tree” in the sense of all trees.

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4. With a noun in the _____, without the article πᾶν τὸν ἄνθρωπον *all men, everyone*.
5. With a noun in the _____, with the article: *the whole, all*. $\text{πᾶσα ἡ Ἰουδαία καὶ ἡ περιχώρησις ἡ γύρωθεν αὐτῆς}$ *all Judea and the whole region around* (Matthew 3:5) *All* (2 Corinthians 1:4a; Philipians 1:3; etc.)
6. πᾶς with the article is often used with a _____: *every one who, whoever* (Matthew 5:22; Romans 2:10; etc.)
7. With a noun, pronoun, participle, etc. in the plural, _____ the article: *all* (Matthew 1:17; Acts 1:18; etc.)
8. πᾶς stands _____ the article and noun: singular *the whole* (Acts 20:18; Galatians 5:14; etc.); with the plural *all the* (Acts 27:31; Romans 16:15)
9. When used as a _____ without the article: πᾶς ὁ λαός *everyone* (Luke 16:16). διὰ παντός *always, continually* (Matthew 18:10; Mark 5:5). ἐν παντί *in every respect, in everything* (1 Corinthians 1:5; 2 Corinthians 7:5; etc.). πᾶσι , $\text{πᾶσι τοῖς ἀνθρώποις}$ *all, everyone* (Luke 1:63; Romans 5:12; etc.). ἐν παντί *all things, everything* (Matthew 11:27; 1 Corinthians 2:10; etc.). ἐν παντί as accusative of specification *in all respects, in every way, altogether* (Acts 20:35; 1 Corinthians 9:25).
10. When used as a _____ with an article: οἱ πάντες οὗτοι *all (of them)* (Romans 11:32a, b; 1 Corinthians 9:22; Philipians 2:21). *(We, they) all* (Mark 14:64; 1 Corinthians 10:17; Ephesians 4:13). πάντα ; ἐν παντί *all things, the universe* (Romans 11:36; 1 Corinthians 8:6; Ephesians 1:10; 3:9; Hebrews 1:3; 2:10; Revelations 4:11). *All this* (2 Corinthians 4:15; Colossians 3:8). As an

accusative of specification *in all respects*
(Ephesians 4:15).

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IV. Adjectives Used As Substantives

1. The adjective may be used as a noun, even
_____ **the article.**

a. The following are all _____. If
used as a _____ they may
mean:

αγαθός (singular – masculine) may
mean *a good man*;

αγαθή (singular –feminine) may mean
a good woman;

αγαθόν (singular – neuter) may mean
a good thing.

b. The following are all _____. If be-
ing used as a _____ they may
mean:

αγαθοί (singular – masculine) may
mean *good men*;

αγαθαί (singular –feminine) may
mean *good women*;

αγαθά (singular – neuter) may mean
good things.

2. The same adjective may be used as a
_____ **the article.**

a. When so presented in the _____
it generally means:

ὁ αγαθός, *the good man*;

ἡ αγαθή, *the good woman*;

τὸ αγαθόν, *the good thing*.

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- b. When so presented in the _____ it generally means:

οι* αγαθοι, *the good men*;

αι* αγαθαι, *the good women*;

τα αγαθα, *the good things*.

- c. Sometimes in the English language, just like Greek, one can use the adjective as a noun _____ adding the word *men*. It is just _____. For example, if you were referring to a group of outstanding men, you could say, "All of them are really good." The meaning you are intending to convey is, "they are really good *men*."

In a similar way, οι* αγαθοι may be translated *the good* meaning *the good men* or *the good people*; οι* νεκροι, *the dead*, meaning *the dead people*, etc..

V. The Substantive Adjective – Gender Presents _____

Sometimes the adjective so far recovers its original substantive character as to perform the _____ function of a noun. In this use the three _____ present variation.

1. It is so used in the _____ gender when the noun is _____. A concrete noun names an object that can be perceived by the senses. Example concrete nouns: hat, desk, person, book, box, etc.

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John 6:69b

οτι συ ει ο* αγιο του`
that you are the holy_one -

θεου`
of_God.

- a. The adjective being used as a noun is *αγιο*.
- b. The definition of *αγιο* is *holy*.
- c. Since the adjective is in the *masculine* gender it is translated as *Holy_One*.
- d. The following translations also present this adjective as *Holy_One*.

John 6:69 (NIV) We believe and know
*that you are the **Holy One** of God.*

(NASB) And we have believed and have
come to know *that You are the **Holy One***
of God.

2. The _____ gender adjective used as a noun, is _____ in agreement with a feminine _____. Luke 1:39b illustrates this fact.

Luke 1:39b

εξπορευθη εις την ο*ρεινην
She_went into the mountainous_(country)

μετα σπουδη`
with haste.

- a. The feminine adjective being used as a noun is *ο*ρεινην*
- b. The definition of the accusative singular feminine adjective *ο*ρεινην* (the lexical form is #3714 *ο*ρεινο*), is **mountainous, hilly**. The substantive *country* is understood.
- c. In addressing the use of this feminine adjective at this location, one grammar states, "This is, literally rendered, **She**

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went into the *mountainous*, with the English word **country**, *ξωραν*, understood.”

(*ξωραν* is the Accusative Singular Feminine form of the noun - #5561 *ξωρα*. It means *land, country*.)

Luke 1:39 (KJV) And Mary arose in those days, and went into the *hill country* with haste, into a city of Juda;

(NIV) At that time Mary got ready and hurried to a town in the *hill country* of Judah,

3. The _____ singular adjective is ordinarily used as an _____ noun. An *abstract* noun names a _____, a _____, or an _____.
- Some examples are: *goodness, beauty, kindness, strength, love courage, righteousness, grace.*

Romans 2:4b

αγνωνω`ν οτι το χρηστο;ν του` θεου`
VPPANMYS CC DNNS AP-NN-S DGMS N-GM-S
not_knowing that the kindness - of_God

εις μετανοιαν σε αγει;
PA N-AF-S NPA-YS VIPA--ZS
³to ⁴repentance ²you ¹it_does_lead?

- a. The neuter adjective being used as a noun is *χρηστον*.
- b. The definition of the adjective *χρηστον* is, when speaking of persons, *kind, loving, benevolent*. (lexical form #5543 *χρηστο*)
When it is being used as a **substantive**, as it is here, *το; χρηστον*, is translated as **goodness** or **kindness**.

Romans 2:4 (KJV) Or despisest thou the riches of his goodness and forbearance and long suffering; (4b) *not knowing that the goodness of God leadeth thee to repen-*

tance?

(NIV) Or do you show contempt for the riches of his kindness, tolerance and patience, (4b) *not realizing that God's **kindness** should lead you to repentance?*

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VI. The Adverb

A. An adverb is a word which adds a _____ to a verb (hence its name), an adjective or another adverb. Most adverbs answer the question “How?”, “When?”, “Where?”, “Why?”, “How long?”, “By how much?” or “To what extent?” Examples of adverbs in use are:

1. “He *quickly* returned to his place.” *Quickly* here qualifies the verb *returned*.
2. “It is a *very* beautiful picture.” *Very* is an adverb qualifying the adjective *beautiful*.
3. “He walked *terribly* slowly.” In this colloquial sentence the adverb *terribly* qualifies the second adverb *slowly*.

B. The Greek adverb is _____. In other words, its spelling remains the same however it is used. They are regularly formed from adjectives, including adjective pronouns.

C. Its use to qualify verbs is much more _____ than its use with adjectives or adverbs.

D. The position of the adverb is often _____ to the verb, but not necessarily so.

1. Mark 1:20 is an example with the adverb close to the verb it is qualifying:

και	ευςθυ	εσκαλεσεν	αυτου
CC	AP-NM-S□AB	VIAA--ZS	NPAMZP
and	immediately	he_called	them

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2. Mark 1:45 illustrates an adverb that is not close to the verb it is qualifying:

και	ηρξοντο	προ	αυτον	παντοθεν
CC	VIIN--ZS	PA	NPAMZS	
	AB			

and they_came_ to him
from_every_quarter

- E. The _____ adverbs are ους and μη. ους is the negative of _____ and _____; while μη is the negative of _____ and _____. ους is used with the indicative and with the participle; μη is used with the subjunctive and with the imperative. The negative adverb generally stands _____ the word it negates.

VII. Review

- A. We have learned that the **meanings** of the adjectives πα` and ολο **change** depending on whether they are in the attributive or the predicative position.
- B. We have learned that the **substantive adjective** may be used **with** or **without** the article.
- B. We have learned that the **adjective can** sometimes **be used** with the full function of a **noun**.
- C. We have learned that when the adjectives are in the noun function, **gender can present variation**. The variation can be described as follows:
1. A substantive adjective is used in the **masculine** gender when the noun is **concrete**. A Concrete noun names something that we can detect with our senses.
 2. A substantive adjective is in the **feminine** gender to agree with an implied or understood feminine substantive.

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3. The **neuter** singular substantive adjective is ordinarily used as an **abstract** noun. An abstract noun names a quality, a characteristic, or an idea.
- D. We have learned that an **adverb** is a word which **adds a qualification** to a verb, an adjective or another adverb.
- E. We have learned that the Greek **adverb** is **not inflected**.
- F. We have learned that the negative adverbs are **οὐς** and **μης**. **οὐς** is the negative of fact and statement; while **μης** is the negative of will and thought.

VIII. Before Next Lesson

- A. **Review** notes and **complete** this week's portion of the **Study Guide**.
- B. **Complete** the **homework** assigned for this week. **Note the due dates** for the different parts on the assignment sheet.
- C. **Practice reading out loud** the verses that were given throughout the lesson and assignments that are given. This will help you become more **confident** and **fluent** in your reading.
- D. Prepare for a **test** on Adjectives and Adverbs.

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Greek II
Class 3
Pronouns

NOTES

I. Objectives

- A. Give the meaning of the word *pronoun*.
- B. Discuss the function of pronouns.
- C. Discuss the eight classes of pronouns.

II. The Meaning of the Word Pronoun

The word *pronoun* comes from two Latin words, the preposition *pro* which means *for* and the noun *nomen* which means *name*. Literally pronoun means _____. Therefore we can define pronoun as a word which *stands for* or in the *place of* or *instead of* a noun.

III. Function of the Pronoun

A pronoun _____ a person, place, or thing (or the plurals), _____ naming it. It can serve in any of the ways a noun does.

IV. Classes of Pronouns

There are nine classes of pronouns as follows:

- A. The Personal Pronoun
- B. The Intensive Pronoun
- C. The Relative Pronoun
- D. The Possessive Pronoun
- E. The Reflexive Pronoun
- F. The Reciprocal Pronoun

- G. The Interrogative Pronoun
- H. The Indefinite Pronoun
- I. The Demonstrative Pronoun

V. The Personal Pronoun

The personal pronoun is used to _____
_____ of persons.

The personal pronouns are εσγωσ (*I*), ηϱμει (*we*), σουσ (*you*), υϱμει (*ye, you_all*). The Attic third-personal pronoun ου and σφει are not used in the New Testament. The third person is expressed by the _____ pronoun αυστω; (*he*). One will also occasionally find the _____ used as a third-person pronoun.

Following is a declension of the personal pronoun:

FIRST PERSON (#1473)

	Singular		Plural
	Unemphatic	Emphatic	
N	–	εσγωλ, <i>I</i>	ηϱμει λ, <i>we</i>
G	μου	εσμου λ, <i>of me, (my)</i>	ηϱμων, <i>of us, (our)</i>
D	μοι	εσμοεσ, <i>to (for) me</i>	ηϱμιν, <i>to (for) us</i>
A	με	εσμεσ, <i>me</i>	ηϱμα, <i>us</i>

SECOND PERSON (#4771)

	Singular		Plural
	Unemphatic	Emphatic	
N	–	σουσ, <i>you</i>	υϱμει, <i>you_all, ye</i>
G	σου	σου λ, <i>of you</i>	υϱμων, <i>of ye, your</i>
D	σοι	σοισ, <i>to (for) you</i>	υϱμιν, <i>to (for) ye</i>
A	σε	σεσ, <i>you</i>	υϱμα, <i>you_all, ye</i>

THIRD PERSON SINGULAR (#846)

	Masculine	Feminine	Neuter
N	αυστωσ, <i>he</i>	αυστησ, <i>she</i>	αυστωσ, <i>it</i>
G	αυστου λ, <i>of him</i>	αυστησ, <i>of her</i>	αυστου λ, <i>of it</i>
D	αυστω, <i>to (for) him</i>		αυστη, <i>to (for) her</i>
	αυστω, <i>to (for) it</i>		

A αὐστὸς, *him* αὐστῆς, *her* αὐστος, *it*

THIRD PERSON PLURAL (#846)

	Masculine	Feminine	Neuter
N	αὐστοίς, <i>they</i>	αὐσταίς, <i>they</i>	αὐτάς, <i>they</i>
G	αὐστοῶλαν, <i>of them</i>	αὐστῶν, <i>of them</i>	αὐτῶν, <i>of them</i>
D	αὐτοῖς, <i>to (for)</i> <i>them</i>	αὐταί, <i>to (for)</i> <i>them</i>	αὐτοῖς, <i>to (for)</i> <i>them</i>
A	αὐτοῦς, <i>them</i>	αὐτάς, <i>them</i>	αὐτάς, <i>them</i>

M. The use of the _____ pronouns in Greek is very _____ to the English. They are used to take the place of _____ and avoid _____.

N. The noun for which a pronoun _____ is called the _____.

O. A pronoun generally agrees with the antecedent in _____ and _____; its _____ is determined by its _____ in the clause or sentence.

1. This an _____ point to remember, thus _____ should be exercised at this point. For example in the sentence “*I have a church and remain in it,*” *church* is the antecedent of the pronoun *it*. Thus *it* must agree in gender and number with *church*.

2. In Greek the word for *church* is _____. Therefore the pronoun *it* must be feminine to _____ with *church* and not neuter as the English sounds.

εἶξω	ἐκκλησίας	καὶ	μένω
VIPA--XS	N-AF-S	CC	VIPA--XS
I_have	a_church	and	I_remain

ἐν	αὐτῇ.
PD	NPDFZS
in	it (her).

a. The personal pronouns of the _____

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and _____ persons are not
_____.

- b. The personal pronouns of the _____ person are _____ specific. Therefore, we use the feminine αὐτή (*it, her*) to agree in gender with its antecedent ἐκκλησίαν (*church*).

- P. Keep in mind that the personal pronoun is _____ in the _____; therefore, when the personal pronoun is _____ to the text it is for _____ or _____. Grammarians differ somewhat in their interpretation of the emphasis the pronoun has in the sentence. Some claim that the personal pronoun always occur for emphasis, while others say emphasis is not always the case, but it does generally seem to be the case. Dana and Manley wrote,

As a matter of fact, there appear varying degrees of emphasis, being sometimes perfectly obvious, but shading off to where it is very obscure (cf John 3:10 and Luke 19:2). On the whole, Winer is likely correct, because the simple fact that the personal pronoun is a repetition of the subject expressed in the verb lends at least some degree of emphasis. The emphasis is generally antithetical (i.e. contrastive; Mt. 5:28), though it may be used merely to give prominence to a thought (Col 1:7).

- Q. The objective uses of the personal pronoun: It is in the _____ cases (all cases other than nominative and vocative) that we find the _____ of personal pronouns in the New Testament. Two of the objective uses of the personal pronoun which deserve _____ attention are:

1. it may be used as a _____, and

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2. it may be used as a _____.

R. Examples of _____ on the personal pronoun of the first person.

John 1:30

οὗτῳ ἐστὶν περὶ; οὗ
APDNM-S VIPA--ZS PG APRGM-S*
This_one it_is concerning whom

ἐγὼ εἶπον
NPN-XS VIAA--XS
I_myself I_said,
*APRGM-S□APRGM-S&APDNM-S

John 1:31

Καὶ ἐγὼ οὐκ ᾔδειν αὐτόν
CC&NPN-XS AB VILA--XS NPAMZS
And_I_myself ³not ¹I_2did_4know him.

1. In John 1:30 ἐγὼ is used for emphasis. If one doesn't read the Greek text he may miss this emphasis. Many English translations do not translate this as emphatic, although the NIV and Beck may come close by translating ἐγὼ as "I meant."
2. However, in John 1:31 a number of different translations pick up this subtlety in καὶ ἐγὼ; (contracted from καὶ and ἐγὼ).

S. An example of _____ on the personal pronoun of the first and second persons.

Matthew 3:14b

Ἐγὼ; ἔχω ὑπο; σου
NPN-XS N-AF-S VIPA--XS PG NPG-YS
I_myself ²need ¹have by you

βαπτισθηναι

VNAP

to_be_baptized,

1. By using the first person personal pronoun εγω, John is emphasizing the fact that he, that is, that he himself, has a need. His need is to be baptized by Jesus.
2. By using the second person personal pronoun σου, John emphasizes who is to be the direct agent in performing the baptism he needs.

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VI. The Intensive Pronoun

The intensive pronoun is used to _____
or _____ the _____.

The personal pronoun of the third person (#846) can also be the *Intensive* pronoun (also known as the *Emphasizing* pronoun). Therefore, _____ ought to be given to the third person pronoun αυςτοϋ̂ς.

T. When αυςτοϋ̂ς is used _____ the article in the _____ position, it is an adjective, meaning **same**. Thus οϋ̂ αυςτοϋ̂ς αυςποςστολῶ ορ οϋ̂ αυςποςστολῶ οϋ̂ αυςτοϋ̂ς will be translated “the **same** apostle.”

U. By contrast αυςτοϋ̂ς in the _____ **position** _____ and is translated “himself,” etc.; then it is an adjectival pronoun. Additionally, when it is used in _____ with another substantive, it is an intensive pronoun, meaning “himself.” Thus αυςτοϋ̂ς οϋ̂ αυςποςστολῶ ορ οϋ̂ αυςποςστολῶ αυςτοϋ̂ς would be translated “the apostle **himself**.”

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V. Only when standing _____ is it a _____ pronoun. Examples: γρασφω το;ν λοσγον αυςτου would be translated “I write **his** word (or I write the word **of_him**).” ἄχω τοῦ λαοῦ; αυςτω would be translated “I will lead the people **to_him**.”

W. As in English grammar, Greek often has _____ to general _____. Some exceptions, having to do with the third person personal pronouns, are as follows:

The third person pronoun αυςτου is often used without _____ agreement, i.e. without a noun present in the same gender and number to which it would refer.

1. Thus the name of a place is _____ to introduce the inhabitants subsequently with αυςτων etc.: Acts 8:5. [Ed. – the antecedent of αυςτοι “to_them” (NPDM-P) is Σαμαρειςᾶ “of_Samaria” (N-GF-S).]
2. A _____ pronoun may refer to an _____ noun: Rom 2:26. [Ed. – the antecedent of the pronoun αυςτου “of_him” (NPGM-S) is ηῤ ασκροβυσταις “the uncircumcision” (N-NF-S).]
3. A _____ may refer to a _____ singular: John 17:2. [Ed. – the antecedent of the pronoun αυςτοι “to_them” (NPDM-P) is παν “all” (A--AN-S).]
4. A diminutive (=neuter) designating a person can be resumed by αυςτου, αυςτη, etc. as in classical (the _____ gender replacing the _____), e.g. Mt. 14:11. [Ed. – the antecedent of the pronoun αυςτη “of_her” (NPGF-S) is δορασιςῶ “damsel” (N-DN-S).]

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- X. When you are **doing an** _____, particularly if the point you wish to make is one of great importance, make it a _____ to **find a recognized Greek language authority** who will _____ your use of the _____ principle you utilize.

VII. The Relative Pronoun

The relative pronoun is so called because it _____ to a noun or pronoun in _____ clause of the sentence. This noun or pronoun is called the antecedent, and the clause in which it stands (which is often the main clause of the sentence) is called the _____ clause. It is called antecedent because it is logically _____ to the relative, even if in fact it may not be written first. The clause in which the relative pronoun stands is called the _____ clause.

- A. The relative pronoun is declined precisely (other than the nominative singular masculine form) as the article except the τ (used in the definite article) is deleted. Also, the relative pronoun has the _____ breathing mark and an _____; the definite article _____ have either the accent or the rough breathing mark, but it does not have _____.

Singular (#3739)

	Masc	Fem	Neu	
N.	ὅ	ἥ	ὅ	who/what
G.	οὗ	ἥ	οὗ	of whom
D.	ὧ	ἧ	ὧ	to (for) whom
A.	ὃν	ἥν	ὄ	whom

Plural

	Masc	Fem	Neu	
N.	οἱ	αἱ	α	who/what
G.	ἧν	ἧν	ἧν	of whom/what
D.	οἷ	αἷ	οἷ	to (for) whom/what

A. οὗ ᾧ ᾧ whom/what

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A. Normally the relative pronoun _____ with its antecedent in number and gender. It is also of the same _____ as its antecedent. There are exceptions, for example, at times the relative will not agree with _____ gender of its antecedent, but with its _____ gender.

B. The _____ of the relative pronoun is _____ by the way in which it is used in the relative clause. If the relative pronoun stands as the _____ in the relative clause it will be nominative. If it stands as the direct object of the verb in the relative clause it will be _____, etc.

1. **Col 2:10** (NIV) and you have this fullness in Christ, who is the head over every power and authority.

καὶ ἐστε ἐν αὐτῷ πεπληρωμένοι
CC VIPA--YP+ PD NPDMS +VPRPNMYP
and ye_are ²in ³him ¹complete,

ὅστις ἐστὶν ἡ κεφαλή;
APRNM-S VIPA--ZS DNFS N-NF-S
who is the head

In this passage, as is the normal construction, the relative pronoun *who* _____ with its antecedent *him* in number and gender. As far as _____, the relative pronoun is in the nominative case (because it is the _____ of the relative clause) while its antecedent is dative (because it is the _____ of the preposition).

2. **1 Cor 10:13** (NIV) No temptation has seized you except what is common to man. And **God** is faithful; **he** will not let you be tempted beyond what you can

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bear. But when you are tempted, he will also provide a way out so that you can stand up under it.

πιστό; δε; οφ θεο̂ς ο̂
A--NM-S CC/CH DNMS N-NM-S APRNM-S
3[is] 4faithful 1and - 2God, who (he)

ου̂ςκ̂ ε̂ς̂ α̂ς̂ σ̂ει υ̂φ̂ μ̂α̂
AB VIFA--ZS NPA-YP
2not 1will_3allow (let) you

Both the relative pronoun *who* and its antecedent *God* agree in gender and number, masculine singular, but they also agree in case, nominative. ο̂ is _____ nominative because its _____ θεο̂ς is nominative. It is nominative because it is the _____ of the verb ε̂ς̂ α̂ς̂ σ̂ει.

3. Occasionally, the relative pronoun _____ with the **grammatical gender** of its _____, but with its natural gender.

John 6:9 (NIV) “Here is a boy with five small barley loaves and two small fish, but how far will that go among so many?”

Ἔστιν παιδα̂ς̂ ριον̂ ω̂δε ο̂
VIPA--ZS N-NN-S AB APRNM-S
There_is a_little_boy here who

ἔξει πε̂ς̂ ν̂τε̂ ἀ̂ρ̂του̂ κ̂ριθι̂ς̂ ν̂ου̂
VIPA--ZS A-CAM-P N-AM-P A--AM-P
has five 2loaves 1barley

κα̂ι; δυ̂ς̂ ο̂φ̂ α̂ς̂ ρια̂
CC A-CAN-P N-AN-P
and two fish;

In the text the relative pronoun ο̂ (who) is grammatically **masculine** in gender. Its antecedent παιδα̂ς̂ ριον̂ (a little boy) is grammatically **neuter** in gender. There-

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fore, the relative pronoun **does not** agree with the _____ gender of its antecedent, but it does agree with the _____ gender of its antecedent.

4. At times, when there is ___ grammatical agreement between the relative and its antecedent, a close _____ of the passage can call the reader's attention to some interesting _____. The following passage demonstrates this principle:

1 Cor 15:10a (NIV) But by the grace of God I am what I am, ...

ξ	α	ς	ρ	ι	τ	ι	δ	ε	;	θ	ε	ο	ε	ι	ς	μ	ι	ὅ
N-DF-S			CH			N-GM-S				VIPA--XS								APRNN-S*
by_	[the]_	grace	of		God					I_	am							what

ε ι | ς | μ | ι |
VIPA--XS
I_ am. |

*□APDNN-S&APRNN-S

Notice that the relative pronoun is _____ gender. Also, "I am **what** I am" is not a grammatical slip. **Paul does not say**, εἰςμι ὅ εἰςμι, "I am **who** I am" using a masculine relative pronoun. That would have given quite a different turn to Paul's thought. Instead, Paul wanted **to bring out a _____ note** by referring to himself with the _____ relative pronoun.

VIII. The Possessive Pronoun

The possessive pronouns are in reality _____ since they always _____ a noun, expressed or unexpressed. They denote _____ of the noun they qualify.

We find pronominal possession expressed in the

New Testament in _____ ways.

A. By the _____ Pronouns. The possessive pronouns are:

ἐσμός (#1699 *my, mine* – 1 person possessive pronoun),

σοός (#4674 *thine, yours* – 2 person possessive pronoun), SINGULAR

ἡμεῖς τερό (#2251 *our* – 1 person possessive pronoun), and PLURAL

υμεῖς τερό (#5212 *your, yours* – 2 person possessive pronoun).

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FORMS	Masc.	Fem.	Neut.	Translation
1 pers. sing.	ἐσμός	ἐσης	ἐσός	my, mine
2 pers. sing.	σοός	σης	σός	your, yours

1 pers. pl.	ἡμεῖς τερό	ἡμετερά	ἡμετερον	our, ours
2 pers. pl.	υμεῖς τερό	υμετερά	υμετερον	your, yours

DECLENSION OF THE POSSESSIVE PRONOUN

ἐσμός: *my* #1699 – 1st person Possessive Pronoun

Singular

	Masc.	Fem.	Neut.
Nom.	ἐσμός	ἐσης	ἐσός
Gen.	ἐμου	ἐση	ἐμου
Dat.	ἐμώ	ἐση	ἐμώ
Accus.	ἐσός	ἐσης	ἐσός

Plural

	Masc.	Fem.	Neut.
Nom.	ἐμοίς	ἐμαίς	ἐμάς
Gen.	ἐμών	ἐμών	ἐμών
Dat.	ἐμοῖ	ἐμάι	ἐμοῖ

Accus. εσμου̂ εσμα̂ εσμας

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σο̂ς (2nd pers. sing.), η̂μεσ τερο̂ (1st pers. pl.), υ̂μεσ τερο̂ (2nd pers. pl.), are declined in a similar fashion.

- B. _____ Possession is expressed by the _____ (εσμου, η̂μων, σου, υ̂μων) of the Personal pronoun. The Koine Greek offers _____ possessive pronoun for the third person, but uses the genitive of (#846) instead. This is the most _____ mode employed in Koine Greek.
- C. _____ Possession is expressed by the _____ (#3588, ο̂). The article is used when the one to whom possession is referred is made _____ by the context.

Matt 8:3 (NIV) Jesus reached out his hand and touched the man. "I am willing," he said. "Be clean!" Immediately he was cured of his leprosy.

κα̂ι	ε̂σκεισ ν̂α	τη;ν	ξειρα
CC	VPAANM-S	DAFS	N-AF-S
And	stretching_out	the (his)	hand

η̂ψατο	αυ̂σου ο̂	ση̂σου	
VIAM-ZS	NPGMZS	DNMS	N-NM-S
² touched	³ him	-	¹ Jesus.

- D. Pronominal Possession is expressed by ι̂δι̂ο̂ (#2398, an _____ meaning one's own, belonging to oneself). Where the idea of possession is _____ ι̂δι̂ο̂ is used.

John 4:44 (NIV) (Now Jesus himself had pointed out that a prophet has no honor in this own county.)

	ὅτι	προφηστῆ	ἐστὶν	τῆ	ἰσθδισαπατρις	δι
		τιμη;ν		ουςκ		ἔξει
CC		N-NM-S N-AF-S	PD	DDFS	A--DF-S	N-DF-S
	that	a_prophet	in	the (his)	own	coun-
	try	honor	not	he_has		

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IX. Review

- A. We have learned the **meaning** of the word **pronoun**.
- B. We have learned the **functions** of pronouns.
- C. We have learned that there are **nine classes of pronouns**.
- D. We have learned that the **personal pronoun** normally **agrees** with its **antecedent** in **gender and number**, but its **case** is determined by how it is **used** in the sentence.
- E. We learned that the personal pronoun usually occurs with **emphasis**.
- F. We have **observed examples** of the personal pronoun of the first person being used for emphasis.
- G. We have **observed examples** of the personal pronoun of the first and second persons being used for emphasis.

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- H. We have observed how the **third person** pronoun can be used as an **intensive** pronoun, or as an **adjective**, or as a **regular pronoun**.
- I. We have learned that the **relative pronoun** has the **specialized function of relating** clauses, or **connecting** a substantive with a clause which in some way qualifies its meaning.
- J. We have learned that the **relative pronoun** normally **agrees** with its **antecedent** in **gender and number**, but that there are times when this is not the case. At these **times** the pronoun **agrees** with its **antecedent** in **natural gender** rather than grammatical gender.
- K. We have looked at the **Possessive Pronoun**. We have found out that pronominal possession is expressed in **four** ways in the New Testament, namely:
1. by the **possessive pronoun**,
 2. by the **genitive form** of the personal pronoun,
 3. at times by the **definite article**, and by
 4. the **adjective** ἰδιῶ (#2398).

X. Before Next Lesson

- A. **Review** notes and **complete** this week's portion of the **Study Guide**.
- B. **Complete** the **homework** assigned for this week. **Note the due date**.
- C. **Practice reading out loud** the verses that were given throughout the lesson and assignments that are given. This will help you become more **confident** and **fluent** in your reading.

NOTES

Greek II
Class 4
More On Pronouns

NOTES

1. Objectives

- A. Recap the first four classes of pronouns.
- B. Discuss the last five classes of pronouns

2. Recap Pronouns of Last Class

- A. Pronoun is defined as a word which *stands for* or in the *place of* or *instead of* a noun.
- B. Insomuch as they take the place of a noun, they are used in much the same way nouns are used.
- C. The noun for which a pronoun stands for is called the antecedent.
- D. There are nine classes of Pronouns: Personal, Intensive, Relative, Possessive, Reflexive, Reciprocal, Interrogative, Indefinite, and Demonstrative.

E. The Personal Pronoun:

The personal pronoun normally agrees with its antecedent in gender and number, but that its case is determined by how it is used in the sentence.

The personal pronoun usually occurs with emphasis and we observed some examples of this for the first and second persons.

F. The Intensive Pronoun:

We observed how the third person pronoun can be used as an intensive pronoun, or as

an adjective, or as a regular pronoun.

G. The Relative Pronoun:

The relative pronoun has the special function of relating clauses to clauses, or connecting a substantive with a clause which in some way qualifies its meaning.

The relative pronoun normally agrees with its antecedent in gender and number, but that there are times when it is not the case. At these times the pronoun agrees with its antecedent in natural gender rather than grammatical gender.

H. The Possessive Pronoun:

The possessive pronouns are in reality adjectives since they always qualify a noun, expressed or unexpressed.

Pronominal possession is expressed in four ways in the New Testament:

1. by the possessive pronouns,
2. by the genitive form of the personal pronoun,
3. at times by the definite article, and by
4. the adjective ἰδιό (#2398).

3. The Reflexive Pronoun

When the _____ expressed by the verb is referred _____ to its own subject, the construction is called _____. The term comes from the Latin word *reflecto* which means *bend back*.

- A. The distinctive forms for the reflexive pronoun are _____ of the personal pronoun with the intensive pronoun αὐτοῦ. There is something peculiar about the reflexives:

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1. They do _____ have a nominative form.
 2. Thus they occur only in the _____ forms: genitive, dative, and accusative.
 3. This is _____ from the personal pronoun used for emphasis which is used in the nominative case: "I myself saw the accident."
- B. There are _____ usual ways of expressing this reflexive idea in the New Testament.
1. By the regular _____ pronouns:
εσμουτου λ̂ (#1683 *myself*), σεαυτου λ̂ (#4572 *yourself*), εφουτου λ̂ (#1438 *himself, herself, itself*).

εσμουτου, εσμουτη #1683 *myself*

1st Person Singular

Masc. Fem. Neut.

G. εσμουτου εσμουτη̂ —

D. εσμουτω̂ εσμουτη̂

A. εσμουτοσν εσμουτησν

1st Person Plural

Masc. Fem. Neut.

G. εφουτων εφουτων —

D. εφουτοι̂ εφουτα̂ι

A. εφουτουσ̂ εφουτασ̂

σεαυτου, σεαυτη̂ #4572 *yourself*

2nd Person Singular

Masc. Fem. Neut.

G. σεαυτου σεαυτη̂ —

D. σεαυτω̂ σεαυτη̂

A. σεαυτοσν σεαυτησν

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2nd Person Plural

Masc.	Fem.	Neut.
G. εἴαυτων	εἴαυτων	—
D. εἴαυτοῖ	εἴαυτάι	
A. εἴαυτουῖ	εἴαυτάς	

εἴαυτου, εἴαυτῆ, εἴαυτου #1438 *himself, herself, itself*

3rd Person Singular

Masc.	Fem.	Neut.
G. εἴαυτου	εἴαυτῆ	εἴαυτου
D. εἴαυτώ	εἴαυτή	εἴαυτώ
A. εἴαυτος	εἴαυτης	εἴαυτος

3rd Person Plural

Masc.	Fem.	Neut.
G. εἴαυτων	εἴαυτων	εἴαυτων
D. εἴαυτοῖ	εἴαυτάι	εἴαυτοῖ
A. εἴαυτουῖ	εἴαυτάς	εἴαυτας

2. The second way is by an _____ case (any case other than the nominative or vocative) of the _____ pronoun. Dana and Mantey state:

There are at least two clear instances in the New Testament—with possibly others—in which the personal pronoun is used with a reflexive force.

Matt 6:19 (NIV) Do not store up for yourselves treasures on earth, where moth and rust destroy, and where thieves break in and steal.

Μη; θησαυριζετε υἱμιν θησαυροῦ;

^{AB} ^{VMPA--YP} ^{NPD-YP} ^{N-AM-P}
²not ¹Treasure_ ³up for_yourselves treasures.

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4. The Reciprocal Pronoun

Reciprocal means expressing _____ or _____ action: e.g. "They love each other."

As background to the reciprocal pronoun we should remember a rule regarding voice in verbs. The active voice expresses action that is done to the _____ of the verb. The middle voice expresses action performed by the _____ who acts upon himself (herself/itself) or in his own interest. The passive voice expresses action that is done to the _____ of the verb.

When we wish to express action that _____ between two or more persons, we use the _____ voice and the _____ pronoun. Thus, reciprocal pronouns refer to mutual relations. The New Testament uses _____ methods for the expression of this idiom.

- A. The regular _____ pronoun. (#240
αλλήλων *one another, each other*)
1. These pronouns are found only in the _____ plural cases.
 2. These pronouns are found only in the _____ forms in the New Testament.
 3. The masculine plural forms are: Genitive *αλλήλων*, Dative *αλλήλοις*, Accusative *αλλήλους*.
- B. The _____ pronoun.
- C. The _____ voice verb.
- D. One biblical application of the dative form (*αλλήλοις*) is found in **Galatians 5:17**.

ταυτα δε; ασντισκειται ασλλησλοϊ
 APDNN-P CS NPDNZP VIPN--ZS
²these_things ¹for are_opposing to_one_another

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5. The Interrogative and the Indefinite Pronouns

The *interrogative* pronoun (#5101 with accents τι̂ς, τις) asks the questions: Who? Which? What?

The *indefinite* pronoun (#5100 without accents τῖ, τι) states *a certain one, anyone, someone, something, or anything*.

A. These two pronouns are one of the instances where _____ is critical for identification.

1. Τι̂ς (#5101 – with an accent) is the usual interrogative pronoun. The interrogative τι̂ς has the acute accent on the single syllable forms (and this never changes to a grave). The two syllable forms (τις̂νε, τις̂να, etc., a paradigm follows) consistently have the accent on the penult (next to the last syllable). [antepenult, penult, ultima – the names of the last three syllables]
2. By contrast, the indefinite pronoun τῖ (#5100 – without the accent) is an enclitic. An enclitic is a word that goes so closely with the preceding word that it _____ its accent back on the _____ word; therefore it almost never has the accent on the single syllable forms. E.g. εἶδομεσν τινα. However, the two syllable forms will occur with an accented last syllable (ultima) under three conditions:

a. If the pronoun is used for

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- _____’
- b. If it _____ a clause,
 - c. If it _____ a word which is itself accented on the penult.

B. The uses of these pronouns.

1. The interrogative pronoun $\tau\acute{\iota}\varsigma$ (#5101 – with an accent)
 - a. The _____ Use. It is the regular pronoun for introducing questions. See Matt 20:22.
 - b. The _____ Use. When it is used in the adverbial sense it means *why*. See Matt 7:3
 - c. The _____ Use. The adverbial use of this pronoun sometimes has the force of exclamation rather than interrogation. See Luke 12:49.
 - d. The _____ Use. $\tau\acute{\iota}\varsigma$ sometimes adds to its interrogative function a distinct relative force, the construction presenting a shading off of the indirect question toward the relative clause. See Mark 14:36.
 - e. The _____ Use. Koine Greek uses this word to introduce alternative questions. See Matt 9:5.
 - f. When a question contains the negative $\text{o}\upsilon\varsigma$ it _____ a question which expects a “_____” answer. On the other hand, when a question contains the negative $\mu\eta\varsigma$ it _____ a question that expects a “_____” answer. In English we use phraseology to make these distinctions: “You will post this letter

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for me, won't you?" (Expecting "yes") compared to "You won't forget me, will you?" (Expecting "no"). Often a strengthened form of the negative is usual in such sentences: οὐσὲν for οὐς, μηστί φορ μης. [New Testament Greek – An Introductory Grammar, Eric G. Jay, p.78.]

2. The indefinite pronoun τῖ (#5100 – without the accent) presents _____ forms of construction.
 - a. The _____ Use. This word may be used independently when it functions as a pronoun. See Luke 22:35.
 - b. The _____ Use. When associated with a noun, this pronoun functions as an adjective. See Luke 1:5.
 - c. The _____ Use. Τῖ is sometimes used as a reflection of a sense of distinction or importance. See Acts 5:36.
 - d. The _____ Use. This pronoun may be employed with a number to convey the idea of approximation. See Luke 7:18.
 - e. The _____ Use. We sometimes find τινῆ . . . τινῆ, or τῖ . . . ἕτεροῦ, employed in alternative expressions. See Luke 9:7.

THE DECLENSION OF THE INTERROGATIVE

τίς̂ (#5101) *Who? Which? What?*

	Singular		Plural	
	Masc./Fem.	Neut.	Masc./Fem.	Neut.
N.	τίς̂	τις	τίς̂νε	τίς̂να
G.	τίς̂νων	τίς̂νῶ	τίς̂νων	τίς̂νων
D.	τίς̂νι	τίς̂νι	τίς̂σίν	τίς̂σίν
A.	τίς̂να	τις	τίς̂νᾶ	τίς̂να

Notice the accent on the single syllable. Notice the location of the accent when it is used on the two syllable words. It is located on the penult.

THE DECLENSION OF THE INDEFINITE PRONOUN

τί̂ (#5100) *a certain one, someone*

	Singular		Plural	
	Masc./Fem.	Neut.	Masc./Fem.	Neut.
N.	τί̂	τι	τινες̂	τινας̂
G.	τινος̂	τινος̂	τινων	τινων
D.	τινις	τινις	τισις̂	τισις̂
A.	τινας̂	τι	τινας̂	τινας̂

Notice that the single syllable has no accent. The two syllable forms are also enclitic and have no accent except when certain conditions exist (See Section V-A-2 above). When those conditions are present, an accent is used. It is placed on the ultima as shown in the paradigm.

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6. The Demonstrative Pronoun

Demonstrative pronouns are used when one wants to show something or call attention with special emphasis to a _____ object. It may be physically near the speaker or be in the liter-

ary context of the writer. Examples in English include "this" and "that."

The demonstrative pronoun may take any one of several forms, although ordinarily the regular demonstrative pronouns are used.

A. The regular demonstrative pronouns. These are often termed the "_____ " **demonstrative** and the "_____ " **demonstrative**.

1. **Οὗτῳ** (#3778) as a rule refers to **something which is _____** at hand or was last mentioned. It is usually translated as *this* (singular), or *these* (plural).
2. **ἑκείνῳ** (#1565) refers to that which is further _____ or _____. It is usually translated as *that* (singular), or *those* (plural).

B. How the regular demonstrative pronouns are used.

1. These pronouns are frequently used by _____ with the force of a substantive.
 - a. **Οὗτῳ** is used as a substantive approximately 71 percent of the time.
 - b. **ἑκείνῳ** is used 40 percent of the time as a substantive.
2. At other times they are used with nouns with the force similar to that of an _____.
 - a. **Οὗτῳ** is used to modify a substantive 29 percent of the time.
 - b. **ἑκείνῳ** is found 60 percent of the time modifying a substantive.

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3. When used with a substantive, being used as an adjective, both the near and remote demonstrative pronouns are commonly in the _____ position where the pronoun does not follow the article.

οἱ λογῶ οὗτο οἱ οὗτο οἱ λογῶ
- ²word ¹this this - word

ἐσκεῖσθη ἡ ἡμέρα οἱ ἡμέρα
ἐσκεῖσθη
that - day - ²day ¹that

4. When a demonstrative pronoun is used alone, without a substantive, it claims its _____ to mean *this man, this woman, this thing*, etc. For example: οὗτο (this man, person), ἐσκεῖσθη (that woman), ταῦτα (these things), etc.

Matt 3:3a (NKJV) For **this** is he who was spoken of by the prophet Isaiah:

οὗτο γὰρ ἐστὶν οὗ ῥηθεῖ; ὑπο;
²this_man ¹For is the_(one) spoken [of] by

Ἡσαίου τοῦ προφήτου
Esaias the prophet,

5. Like other adjectives, οὗτο agrees with its substantive in _____ and _____, whether predicate or attributive. The first example, Ephesians 2:8, demonstrates the principle of agreement. However, there are times where the construction according to _____ prevails.

Eph 2:8 (NIV) For it is by grace you have been saved, through faith—and **this** not from yourselves, it is a gift of God—

τῆ γὰρ χάριτι ἐστε σεσωσμένοι
DDFS CS N-DF-S VIPA--YP+ +VPRPNMYP DDFS

- For by_grace ye_are having_been_saved

δι;α	τῆ	ΠΙΣΤΕΩ	ΚΑΙ	ΤΟΥΤΟ	ΟΥΚ
PG	DGFS	N-GF-S	AB/CC	APDNN-S	AB
through	-	faith;	and	this	not

ΕΣΧ	υῶν	θεοῦ	το;	δωρον
PG	NPG-YP	N-GM-S	DNNS	N-NN-S
out_of	yourselves;	⁴ of_God ¹ [it_is]	² the	³ gift;

Notes:

- Is the antecedent of **ΤΟΥΤΟ** (this) **ΠΙΣΤΕΩ** (faith)?
- We can grammatically identify **ΠΙΣΤΕΩ** as N-GF-S. This tells us that it is feminine singular.
- Find this form of **οὐτό** #3778 in Section 6-B. The form is **ΤΟΥΤΟ**. What is the grammatical analysis of this form? **ΤΟΥΤΟ** is nominative neuter singular.
- What is the general rule of agreement of the demonstrative pronoun and its antecedent? The demonstrative pronoun normally agrees with its substantive in gender and number.
- What conclusion can we now reach? In this passage the word *this* is not describing the word *faith*. Why? Because it is not the same gender.
- The next question to ask then is, “What is the demonstrative pronoun (*this*) describing?”
- The answer from the context: “It is describing salvation.” Liberty Commentary states the case well. It reads,

The word “that” (Gr *ηουτοσ*) is

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neuter and does not refer to faith (which is feminine) or to grace (also feminine), but to the fact of being saved by grace on God's part and conditioned on faith on man's part.

6. The following is an example of the demonstrative pronoun where it does not agree grammatically with its antecedent, but _____ with it **according to** _____.

The context of the passage is: After Saul's Damascus Road experience, he spent the next three days, being blind, in Damascus. In this city there was a disciple named Ananias. In a vision, Ananias was instructed by the Lord to go see Saul. Ananias protested. Then the Bible states:

Acts 9:15 (NIV) But the Lord said to Ananias, "Go! This man is my chosen instrument to carry my name before the Gentiles and their kings and before the people of Israel."

Πορευσου ὅτι σκευὸ ἐσκλογῆ
VMPN--YS CS N-NN-S N-GF-S
Go! because ³a_vessel ⁴of_election

μοι ἐστι; οὗτο
NPD-XS VIPA--ZS APDNM-S
⁵to_me ²is ¹this_[man],

- The antecedent of οὗτο (*this_[man]*) is σκευὸ (a_vessel).
- The demonstrative (*this_[man]*) does not agree grammatically in gender with its antecedent (a_vessel). However, it does agree with it **according to sense**.

C. Additional Demonstrative Pronouns

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1. ἔτους τῶ, ἔτους τη, ἔτους το. This demonstrative pronoun is used to show that something is very _____. This is generally pronounced and written without the "ε" and must use the definite article as αὐς τοῦ does. Its only translations are "this" and "these."
2. **τέστοιῶ, τέστοια, τέστοιο.** This demonstrative pronoun shows a _____ or _____ of something. It is not used with the definitive article. It translates in English as "similar," "alike" or "such." For example, "Πῆς να σε **τέστοιο σπις τι**," (I went to a similar/ such a house). Here, there is an absence of definite article in the highlighted part of this sentence.
3. **τοσῶ, τοση, τοσο.** This demonstrative pronoun shows the _____ of something. It is not used with definite articles. It translates in English as "so much".

7. Review

- C. While studying the Reflexive Pronoun, we learned that the usual way of expressing the reflexive idea in the New Testament is by the regular reflexive pronouns. We also learned that at times the personal pronoun in an oblique case can have a reflexive force.
- D. While studying the Reciprocal Pronoun, we learned that this pronoun expresses action that reciprocates between two or more persons. We learned that the New Testament uses three methods for the expression of the reciprocal action:
 1. The regular reciprocal pronoun (#240),
 2. the reflexive pronoun, and
 3. the middle voice verb.
- E. While studying the Interrogative and the In-

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definite Pronouns, we learned that these two words are an example where sometimes the accents are critical to identifying the word.

1. The interrogative pronoun (*who, which, what*) is Strong's #5101. It has an accent mark on both the single syllable and the two syllable forms. On the two syllable forms the accent is on the first syllable.
 2. The indefinite pronoun (*a certain one, anyone, something, anything*) is Strong's #5100. Being enclitic (throws back its accent to the previous word), it almost never has an accent on the single syllable forms. The two syllable forms will, at times have an accent. When this happens the accent will be on the last syllable.
- F. We studied the Demonstrative Pronouns, often called the "near" demonstrative and the "remote" demonstrative. We learned that:
1. These pronouns are frequently used by themselves with the force of a substantive, and at other times with the force of an adjective.
 2. Like other adjectives, the demonstrative pronouns normally agree with its substantive in gender and number.
 3. Sometimes the demonstrative pronoun does not agree grammatically with its antecedent, but agrees with it according to sense.

8. Before Next Lesson

- A. **Review** notes and **complete** this week's portion of the **Study Guide**.

- B. **Complete** the **homework** assigned for this week. **Note the due date.**
- C. **Practice reading out loud** the verses that were given throughout the lesson and assignments that are given. This will help you become more **confident** and **fluent** in your reading.
- D. **Prepare for test** next week.

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Greek II
Class 5
Conjunctions

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1. Objectives

- A. Discuss the definition of conjunction.
- B. Discuss the uses of conjunctions.
- C. Define the four functions of conjunctions.
- D. Observe some common conjunctions.

2. Definition of Conjunction

A conjunction is a word used to _____ words, clauses, or sentences. Unlike the preposition, it has _____ object, and the connection indicated is much _____ definite than that indicated by the preposition.

It comes from the Latin word *conjungo* meaning “I join”.

3. Uses of Conjunctions

- A. Joining two _____

A conjunction may be used to join two words of _____, e.g. two nouns as in “the boy *and* the girl”; two adjectives as in “plain or colored”; two adverbs as in “quickly *but* thoroughly”.

- B. Joining two _____ or _____

A conjunction may join together two clauses or sentences: e.g. “Some fell by the way side, and the birds came and devoured it.”

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C. _____ to _____

A conjunction may also be used to point to a connection between _____ sentences; e.g. "They worked for hours. Therefore, they were ready for a rest." Here *therefore* gives the connection with the previous sentence.

In Greek, particles and conjunctions are used to _____ one sentence to another more _____ than in English. It is the _____ rather than the rule to start a sentence without one. So much so it is a matter for note if two sentences are _____ . There is said to be an asyndeton, i.e. an omission of conjunctions between the sentences.

4. Functions of Conjunctions

A. _____ Conjunctions

A coordinating conjunction is a connector that joins one _____ unit to another without making either _____ to the other. In other words both units are _____ in rank. They may be copulative (e.g. *and*), which indicates additional information, or adversative (e.g. *but*), which indicates contrasting information.

Examples:

"I have finished planting my garden, *and* now I will go work in my field."

"Harry liked it, *but* John was noncommittal."

B. _____ Conjunctions

A subordinating conjunction is a connector that casts the clause it heads in a _____ relationship to some other (superordinated) clause in the sen-

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tence. In other words, it is used to introduce subordinate clauses, i.e. clauses that are dependent on the main clause. E.g. *if, when, until, for, because, although*. These clauses may tell the *when, where* or *why* concerning the main clause.

Example:

“The chief will be happy *if his people live peacefully with each other.*” (*why*)

“I gave it to him where he had the greatest need for it.” (*where*)

“I gave it to him when I was at home.” (*when*)

C. _____ Conjunctions

A superordinating conjunction is a connector that casts the clause it heads into a _____ relationship to some other (subordinated) clause in the sentence. It is also called a hyperordinating conjunction.

A clause beginning with a superordinating conjunction is called a superordinate clause. Superordinate clauses may be introduced by the conjunctions ἄρα (*in that case*), διὸ (*therefore*), καί (*in addition*), μέντοι (*therefore, indeed*).

D. _____ conjunctions

Word pairs that are used to relate two otherwise _____ statements (e.g. either ... or, not only ... but also, etc.).

Ellipse is frequently found in _____ statements. “Either you take it or I will be angry.” “You or I will have to go.” “Either one.” Obviously context is important.

5. Some common conjunctions

A. καις, and

A very frequent conjunction is καις, *and*. It is used about _____ times in the New Testament.

1. It is mainly a _____ conjunction, but there are times it can also be used as a _____.

a. Examples where it is used as a coordinating conjunction:

ἡ ἀληθεία και ἡ δικαιοσύνη,
the truth and the righteousness

ὁ θεὸς βλέπει τὸν Ἰησοῦν και λέγει,
he sees - Jesus and says

b. Examples where καις is used as an adverb: Matt 5:39, Matt 5:46 or

Heb 8:6b: *...by how much also he is the mediator of a better covenant,*

ὅσῳ και κρείττονον
APRDN-S AB A-MGF-S
by so much as also of a better

ἐστὶν διαθηκῆς μεσότης,
VIPA-ZS N-GF-S N-NM-S
²he ³is ¹covenant mediator,

2. In a few instances, but of common occurrence, where καις precedes a word beginning with a vowel, a process called _____ (mixing) takes place. The ι of καις is dropped, and the vowels thus brought together contract, and are

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marked with Æ. The following are New Testament examples of this crasis with καις.

και; εςγως *and I,* becomes καςγως
και; εςμοις *and to me,* “ καςμοις
και; εςκει *and there,* “ καςκει
και; εςδειθεν *and thence,* “ καςκειθεν
και; εςκεινῶ *and he,* “ καςκεινῶ
και; εςαεν οἱ ἄν*and if,* “ κᾶν

B. αςλλας, *but.*

1. Another common conjunction is αςλλας, *but.* It is used about 635 times in the New Testament. It is often written αςλλÆ before a _____.

Example: Mark 5:39: *the child is not dead but sleepeth.*

τος παιδιςον ουσκ αςπεςθανεν
DNNS N-NN-S AB VIAA--ZS
the child ²not ¹is ³dead

αςλλα; καθευςδει
CH VIPA--ZS
but sleeps.

2. A common phrase is ουσ μος—
νον...αςλλα; καις *not only...but also*

Example: John 5:18: *because he not only had broken the sabbath but said also...*

ῶτι ουσ μοςνον ἔλυεν
CS AB AP-AN-S□AB VIIA--ZS
because not only did he break

το; σαββατον, αςλλα; και πατεςρα
DANS N-AN-S CH AB N-AM-S
the sabbath, but also ⁵Father

ἰδίου̅ ἔλεγεν το;ν θεο;ν,
 A--AM-S VIIA--ZS DAMS N-AM-S
³his ⁴own ¹called - ²God,

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- C. The three small conjunctions (often called particles) which follow never stand as the _____ word of a sentence or clause. They are usually written second or sometimes third.

Note: A particle is a general grammar term for any small word which is indeclinable. Thus the negatives οὐς and μης, prepositions, and conjunctions are particles. More specifically those words are called particles which are used to give some emphasis to a particular word or expression, like με;ν and δε;ς.

1. γα;ρ (1036x) *for*

γα;ρ usually introduces the _____ for something _____ stated.

Examples:

Matt 1:21: *for he shall save his people*

αυ;το;̅; γα;ρ σω;σει
 NPNMZS CS VIFA--ZS
³himself ¹for ²he ⁴shall save

τον λαο;ν αυ;του
 DAMS N-AM-S NPGMZS
 the people themselves

Acts 2:25: *for David speaketh concerning him*

Δαυειδ γαρ λε;γει ει;̅ αυ;το;ν,
 N-NM-S CS VIPA--ZS PA NPAMZS
²David ¹for says as to him,

2. οὖν (493x) *therefore, then* (in a logical, not temporal, sense)

οὐν often expresses _____
or _____.

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Examples:

Jn 7:15: *the Jews therefore marveled*

εσθαυμαζον οὐν οιϚ Αιουδαιοι
VIAA--ZP CH DNMP AP-NM-P
4were 5wondering 3therefore 1the 2Jews

Jn 10:7: *Then said Jesus unto them
again...*

ειπεν οὐν παςλιν οϚ Αιησου
VIAA--XS CC AB DGNP N-GN-P
2Said 3therefore 4again - 1Jesus,

3. δες (2771x) *but, and*

δες is _____ than αςλλας and
καις, often having no stronger meaning
than *and*, being used simply to provide a
_____ with what has gone before.

Examples:

Matt. 21:32: *ye believed him not: but the
publicans and harlots believed him:*

Ουσκ εσπιστευσατε αυστω οιϚ δε;
AB VIAA--YP NPDMZS DNMP CH
3not 1ye 2did 4believe 5him, 7the 6but

τελωναι και αιϚ πορναι
N-NM-P CC DNFP N-NF-P
tax-gatherers and the harlots

Εσπιστευσαν αυστω
VIAA--ZP NPDMZS
believed him;

Matt. 26:58: *But Peter followed him*

οφ δε Πετρο ηςκολουσθει αυστω
 DNMS CC N-NM-S VIIA--ZS NPDMZS
 - But Peter followed him

Notice how often δεσ is used in a typical piece of New Testament narrative, e.g. Mark 15: 1-15. In many places it can be translated equally well as *and* or *but*.

D. ουσδε (139x) *and, not, not even, neither, nor.*

ουσ and δεσ combine to make: ουσδε. It can stand at the first of the sentence.

1. ουσδε as a conjunction is the _____ of και ουσ.

Example: Matt. 5:15: *neither do men light a candle*

ουσδε; και ουσιν λυξνον
 CC VIPA--ZP N-AM-S
 nor do they light a lamp

2. ουσδε is also used as an _____, *not even.*

Example: Mk 6:31: *and they had no leisure so much as to eat*

και ουσδε φαγειν ευσκαιρου.
 CC AB VNAA VIIA--ZP
 and not even to eat had they opportunity.

E. οτι (over 500x):

There are _____ common uses of οτι:

1. οτι is a _____ conjunction and introduces a clause which expresses the _____ for the action of the _____ clause, i.e. meaning **because**.

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2. It is very frequently used to introduce _____ (or _____) **statements**.

- a. There is a whole class of verbs meaning 'to say', 'believe', 'feel', 'know', 'learn', etc., which are for convenience known as *verbs of saying or thinking*. These are frequently followed by _____ clauses (beginning with the word *that*) which express _____ statements. *That* is usually translated by ὅτι and the object clause is put in the Indicative.

Example: John 4:19: *I perceive that thou art a prophet.*

θεωρω ὅτι προφηστῆ εἶ σὺς.
VIPA--XS CC N-NM-S VIPA--YS NPN-YS
I perceive that a prophet ²art ¹thou.

- b. When, however, the words or thoughts were in the past, the Greek idiom differs from the English. In Greek the tense of the verb which was used by the original speaker or thinker when he uttered the words or framed the thought is always _____, and the verb in the object clause is _____ put into the past tense as it is in English.

In English we say, 'He heard that he was ill'. The words actually heard were, 'He is ill'. In Greek the present tense is retained and we have:

Jn 11:6: *When he had heard therefore that he was sick*

ὡρ οὖν ἤκουσεν ὅτι αἰσθενει,
CS CC/CH VIAA--ZS CH VIPA--ZS
When therefore he heard that he is sick,

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3. There is a use known as ὄτι recitative.

ὄτι can also be used to introduce a _____ statement, in which case it is not translated. This so-called ὄτι recitative is simply _____ to inverted commas.

An _____ statement after ὄτι will normally begin with a _____ letter, and a _____ statement with a _____ letter.

Example: Jn 10:36: *You say, 'You are blaspheming', because I said, 'I am the Son of God'.*

υἱοῦ μὲι λέσγετε ὄτι βλασφημῆι,
NPN-YP VIPA--YP CC VIPA--YS
²ye ¹do ³say that, Thou blasphemest,

ὄτι εἶπον υἱοῦ; του θεου εἰςμι;
CS VIAA--XS N-NM-S DGMS N-GM-S VIPA--XS
because I said, Son -of God I am?

It would seem that the direct statement can be made with or without an introductory ὄτι. βλασφημῆι has the ὄτι recitative, whereas υἱοῦ του θεου εἰςμι is without it.

The following is an example of use 1 and 2:

1 Jn 3:14: *We know that we have passed from death unto life, because we love the brethren.*

ἡγουμε οἶδαμεν ὄτι μεταβεβησκαμεν
NPN-XP VIRA--XP CC VIRA--XP
We know that we have passed

εσκ του θαναστου εἰς την ζωνν,
PG DGMS N-GM-S PA DAFS N-AF-S
from - death to - life,

ὄτι	ἀγαπῶμεν	τοῦ	ἀδελφού·
CS	VIPA--XP	DAMP	N-AM-P
because	we love	the	brethren.

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The first occurrence of ὄτι is used to introduce an indirect statement. The clause introduced by the second occurrence of ὄτι is a casual clause, giving the reason for the statement in the main clause “we have passed...” of the casual statement.

F. ἄρα (49x) also means *therefore, then*.

It is a little _____ than οὖν and is sometimes found first in the sentence.

Example: Gal 2:21c: *then Christ is died in vain*

ἄρα	Ἰησοῦ;	δώρα;	ἀπέθανεν.
CH	N-NM-S	AB	VIAA--ZS
then	Christ	² for ³ nought	¹ died.

Note: Καί and δε are _____ used, sometimes with very little force. As a discipline in _____ the beginner should _____ translate these words, though an expert might at times be justified in considering it more idiomatic to leave such a word untranslated.

6. Combinations of conjunctions

In Greek, as in English, conjunctions are _____ and _____. Some of them involve special constructions in clauses which they introduce. We will be looking at the more _____ combinations in this section.

A. τε ... καί *both ... and*:

Sometimes καί is _____ by the

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enclitic τε. This denotes a somewhat _____ connection than καις by itself: “both...and” or “as well...as” are possible translations.

Non-Bible Examples:

εσθιζει τε και πιζει
1he 3eats 2both and drinks.

ποιειν τε και διδασκειν
3to 4do 1as 2well as to teach.

The τε may be _____ from the και;

εβαλον τε οι λησται;
4threw 3both 1the 2robbers

λιθου και εβροσησαν
stones and shouted.

Bible Examples:

Acts 21:30: *both the whole city was moved and the people ran together* (literally: “there was a running together of the people”).

Εσκινησθη τε ηρ προς λιδη
VIAP--ZS CC DNFS N-NF-S A--NF-S
2Was 3moved 1and 4the 6city 5whole,

και εσγεσνετο σουνδρομη του
λαου λ,
CC VIAD--ZS N-NF-S DGMS N-GM-S
and there was a concourse of the people;

Heb. 2:11: *For both he that sanctifieth and they that are sanctified*

ο τε γαρ ασγιαςζων
DNMS* CC CS VPPANM-S

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³he ⁴who ²both ¹For ⁵sanctifies

και οι̅ϑ̅ α̅ϑ̅για̅ζ̅ος̅με̅νοι

CC DMMP** VPPNM-P

and those sanctified

*□NPNMZS&APNM-S **□NPNMZP&APNM-P

Notice how wherever possible τε, being enclitic, throws an accent back on the last syllable of the preceding word.

B. ο̅ϑ̅ δε̅ς̅ and he, but he

δε̅ς̅ with the article having no _____ agreeing with it is translated *and he* or *but he*: in the plural οι̅ϑ̅ δε̅ς̅, *and they, but they*.

Example: Mk 16:6: *And he saith unto them,*

ο̅ϑ̅ δε̅; λε̅ς̅γει̅ αυ̅ς̅τα̅ι̅,

DNMS* CH VIPA—ZS NPDFZP

But he says to them,

*□NPNMZS

C. Μ̅εν̅ ...δε̅ς̅: *on the one hand...on the other hand, ...but, some...others*

1. The particles με̅ς̅ν̅ and δε̅ς̅ may be used to _____ to two _____ or _____ words or ideas which in English the tone of voice is often sufficient to indicate. "On the one hand...on the other hand" is a clear translation, but often this would be cumbersome, and no more is necessary than to translate the δε̅ς̅ by *but*, and to ignore the με̅ς̅ν̅ in translation.

Examples:

Matt. 9:37: *The harvest truly (is) plenteous, but the laborers (are) few:*

ο̅ϑ̅ με̅ν̅ θε̅ρι̅ς̅μο̅; πολ̅υ̅ς̅,

DNMS CC N-NM-S A--NM-S
 The ²indeed ¹harvest ³[is] ⁴great

οιϞ δε εσργασται οςλιςγοι
 DNMP CC N-NM-P A--NM-P
⁶the ⁵but workmen [are] few;

In English a slight emphasis on the words *harvest* and *laborers* brings out the contrast. But a word like *indeed* or *truly*, as in the A.V. and R.V., may be used.

Matt 26:41: *the spirit indeed (is) willing, but the flesh (is) weak.*

το μεν πνευμα προςθυμον,
 DNNS CS N-NN-S A--NN-S
 the ²indeed ¹spirit [is] ready,

ης δε σαρχ ασσθενης.
 DNFS CH N-NF-S A--NF-S
²the ¹but flesh weak.

The following example shows that δε; could be used _____ to create a contrasting list, i.e. με;ν...δε;...δε;...δε;.

1 Cor. 1:12: *Now this I say, that every one of you saith, I am of Paul, and I am of Apollos, and I am of Cephas, and I am of Christ.*

This verse could also be translated as “I (on the one hand) am of Paul, but I (on the other hand) am of Apollos, but I (on another hand) am of Cephas, but I (on yet another hand) am of Christ.”

Æεγω μεςν ειϞμι Παυςλου,
 NPN-XS CC VIPA--XS N-GM-S
 I am of Paul,

εσγω δε ÆΑπολλω,

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NPN-XS CC N-GM-S
²Ι ¹and of Apollos,
εγω δε Κηφα, εγω δε ξριστου
NPN-XS CC N-GM-S NPN-XS CC N-GM-S
²Ι ¹and of Cephas, ²Ι ¹and of Christ.

2. μεσν and δεσ can also be used to express “some...others...”.

In this case the _____ article is _____ by μεσν in the first clause and by δεσ in the second:

Examples:

Acts 14:4b: *and part held with the Jews, part with the apostles.*

και οιϚ μεν ησαν συν τοι
CC DNMP* CC VIIA--ZP PD DDMP
and some were with the

ΑιουδαισϚ, οιϚ δε συν
AP-DM-P DNMP* CC PD
Jews and others with

τοι ασποστοςλοι
DDMP N-DM-P
the apostles.

*□APDNM-P

3. οιϚ μεσν followed by ἄλλοι δεσ can also mean “some...others”:

Example:

Jn 7:12: *for some said, He is a good man: others said, Nay;*

οιϚ μεν ελεγον οτι Αγαθος εστι
DNMP* CC VIIA--ZP CC A--NM-S VIPA--ZS
Some said, - Good he is;

ἄλλοι δε ἔλεγον, Οὐ,
AP-NM-P CC VIIA--ZS QS
but others said, No;

7. Review

- A. A conjunction is defined as a word used to **connect** words, clauses, or sentences. Unlike a preposition, it does not have an object
- B. Conjunctions are used to **join** two words, two clauses or sentences, or to **point** to a connection between two separate sentences.
- C. There are four types of conjunctions:
1. A **coordinating** conjunction is used to join two **equal** grammatical units.
 2. A **subordinating** conjunction is used to introduce a subordinate or **dependant** clause.
 3. A **superordinating** conjunction is used to introduce a clause that is **superordinate** to other clauses. It is sometimes called a hyperordinating clause.
 4. A **correlative** conjunction is used to **relate** two otherwise **independent** statements.
- D. The most common conjunction in the New Testament is **καίς**. It is usually translated *and*.
- E. Other common conjunctions are **αλλάς** *but*, **δές** *and* or *but*, **γάρς** *for*, and **οὖν** *therefore* or *then*.

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F. Three common uses for ὅτι are:

1. As a **casual** conjunction **introducing** a clause which expresses the **reason** for the action of the **main** clause, i.e. meaning *because*.
2. It is frequently used to introduce **dependent** (or indirect) **statements**, i.e. meaning *that*.
3. It has a use known as **ὅτι recitative**. In this use it introduces a direct statement, in which case ὅτι is not translated.

G. In Greek, as in English, conjunctions are **many** and **varied**. Some of them involve special constructions in clauses which they introduce.

8. Next Lesson

- A. **Review** notes and **complete** this week's portion of the **Study Guide**.
- B. **Complete** the **homework** assigned for this week. **Note the due date**.
- C. **Practice reading out loud** the verses that were given throughout the lesson and assignments that are given. This will help you become more **confident** and **fluent** in your reading.
- D. **Prepare for test** next week.

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Greek II

Class 6

Wrap-up & Review Homework Verses

I. Today we are going to wrap up by:

1. Going over any questions you may have.
2. Going over the verses done for homework and highlight points that may have been missed by some.
3. Share experiences you have had during the Greek course.

II. What Has Been Accomplished

A. Our goal from the beginning:

1. Was to provide tools to assist in unlocking the Gospel found in the original text of the Scriptures.
2. Realizing that the Word of God speaks best for itself, one must understand more fully the language in which it is written in order to fully understand what the Scripture text means.
3. Realizing that the language is within reach of anyone who desires to learn it, everyone who studies the New Testament will benefit from an understanding of the basic principles of the language.

B. You have gained language principles are invaluable in your study of the Word of God:

1. Skills in the use of Greek language tools such as the Strong's Concordance, Thayer's Greek-English Lexicon of the New Testament, an Interlinear Greek-English New Testament, and the Analytical New Testament.
2. A basic understanding of the grammar and syntax of the Koine Greek used in the original text of the New Testament.

III. Scriptures to encourage you:

Acts 17:11 "Now the Bereans were of more noble

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character than the Thessalonians, for they received the message with great eagerness and **examined the Scriptures** every day to see if what Paul said was true.” (NIV).

Remember you have the Great Teacher, the Holy Spirit, inside you who will guide you into all truth.

1 John 2:27 “But you have received the Holy Spirit, and he lives within you, so you don't need anyone to teach you what is true. For **the Spirit teaches you all things**, and what he teaches is true--it is not a lie. So continue in what he has taught you, and continue to live in Christ.” (NLT)

John 16:13a “But when He, the Spirit of Truth (the Truth-giving Spirit) comes, **He will guide you into all the Truth** (the whole, full Truth).” (AMP)

Allow the Holy Spirit to be your teacher as you study diligently to persuade your own heart that you are approved, that you are laborers that do not need to be ashamed, and that you are able to handle the Word of Truth accurately and with great benefit to those you influence. (2 Timothy 3:8)

James 1:22-25: “**Do not merely listen** to the word, and so deceive yourselves. **Do what it says**. Anyone who listens to the word but does not do what it says is like a man who looks at his face in a mirror and, after looking at himself, goes away and immediately forgets what he looks like. But the man who looks intently into the perfect law that gives freedom, and continues to do this, not forgetting what he has heard, but doing it-**he will be blessed** in what he does. “ (NIV)

IV. Final Remarks

You have learned much during these two Greek courses even if you are not sure of this fact. As you continue to work with the principles you have learned from these courses, you're understanding of the language principles will develop and your insights into what God is really saying through the scriptures will also grow. You have a great teacher on your side, the Holy Spirit. He is your greatest resource and advocate to discovering

who God is and who you are and in applying truth to your life that will cause you to succeed in your relationship with God and in your dreams.

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Appendix A—Basic Grammar

1. Basic Sentence Structure

A. Sentence has two parts.

1. **Subject** – The subject of the sentence is that part of the sentence that tells us about which something is said. It is what the sentence is all about.
2. **Predicate** – The predicate is the part of the sentence that says something about the subject.

B. These two parts may each contain one or more words.

Examples:

Subject

Predicate

Paul

went

Paul and the rest of his team went quickly on to the city of Ephesus.

C. A distinction can be made between what is called a simple subject or predicate and a complete subject or predicate.

1. A **simple subject** is the key noun or pronoun that tells what the sentence is about.
2. The main verb or verb phrase within the predicate that expresses the main thought about the subject is referred to as the **simple predicate**.
3. All the words that are part of the subject, namely the simple subject with all its modifiers is called the **complete subject**.
4. The simple predicate with all the words that modify it or complete its meaning is called the **complete predicate**.

D. **Complements**

1. A **complement** is a word or group of words that modify nouns, pronouns, verbs or verb phrases.
2. A **direct object** answers *what?* or *who?* after an action verb.

Appendix A—Basic Grammar

3. An **indirect object** receives what the direct object names. It answers *to what?* or *to whom?* after an action verb.
4. A **subject complement** follows a subject and a linking verb and identifies or describes the subject. An **object complement** answers the question *what?* after a direct object.
5. A **predicate nominative** is a noun or pronoun that follows a linking verb and further identifies the subject. A **predicate adjective** follows a linking verb and further describes the subject.

2. Parts of Speech

1. **Nouns** – A noun is a word that names a person, place, thing, or idea.
 - a. A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one person, place, thing, or idea.
 - b. A **collective noun** names a group. When the collective noun refers to the group as a whole it is singular. When it refers to the individual group members, the collective noun is plural.
 - c. A **common noun** names a general class of people, places, things, or ideas. A **proper noun** specifies a particular person, place, thing, event, or idea.
 - d. A **concrete noun** names an object that occupies space or that can be recognized by any of the senses. An **abstract noun** names an idea, a quality, or a characteristic.
 - e. A **possessive noun** shows possession, ownership, or the relationship between two nouns.
2. **Pronouns** – A pronoun is a word that takes the place of a noun, a group of words acting as a noun (substantive), or another pronoun.
 1. A **personal pronoun** refers to a specific person or thing. **First person** personal pronouns refer to the speaker, **second person** personal pronouns refer to the one spoken to, and **third person** personal pronouns refer to the one spoken about.
 2. A **reflexive pronoun** refers back to the subject of the sentence. An **intensive pronoun** adds emphasis to a noun or another pronoun. A **demonstrative pronoun** points out specific persons, places, things, or ideas.

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3. An **interrogative pronoun** is used to form questions. A **relative pronoun** is used to introduce a subordinate clause. An **indefinite pronoun** refers to persons, places, or things in a more general way than a noun does.
 4. The **antecedent** of a pronoun is the word or group of words (substantive) referred to by the pronoun.
3. **Verbs** – A verb is a word that expresses action or a state of being and is necessary to make a statement.
1. An **action verb** tells what someone or something does. The two types of action verbs are transitive and intransitive. A **transitive verb** is followed by a word or words that answer the question *what?* or *whom?* (i.e., it requires a direct object). An **intransitive verb** is not followed by a word or words that answers *what?* or *whom?*
 2. A **linking verb** links, or joins, the subject of a sentence with an adjective or nominative.
 3. A **verb phrase** consists of a main verb and all its **auxiliary** or helping verbs.
 4. In Greek a verb shows **mood, voice, tense, number, and gender**.
4. **Adjectives** – An adjective modifies a noun or pronoun by giving a descriptive or specific detail. Adjectives can usually show comparisons.
5. **Adverbs** – An adverb modifies a verb, an adjective, or another adverb. Most adverbs can show comparisons.
1. When modifying a verb or verbal, an adverb tell how, where, when, or to what degree.
 2. An adverb strengthens or weakens the adjective or adverb they modify.
6. **Prepositions** – A preposition shows the relationship of a noun or a pronoun to some other word. A compound preposition is made up of more than one word.
7. **Conjunctions** – A conjunction is a word that joins single words or groups of words.
1. A **coordinating conjunction** – joins words or groups of words that have equal grammatical weight. E.g. “He and I talked for hours.”
 2. A **correlative conjunction** – work in pairs to join words and groups of words

Appendix A—Basic Grammar

of equal weight. E.g. “Russ wants either a cat or a dog.”

3. A **subordinating conjunction** – joins two clauses in such a way as to make one grammatically dependant on the other. E.g. “We ate lunch when it was ready.”
4. A **conjunctive adverb** clarifies a relationship. E.g. “He did not like cold weather; nevertheless, he shoveled the snow.”
8. **Interjections** – An interjection is an unrelated word or phrase that expresses emotion or exclamation. E.g. “Wow, that was cool!”

3. Phrases

1. A **phrase** is a group of words that acts in a sentence as a single part of speech.
2. A **prepositional phrase** is a group of words that begins with a **preposition** and usually ends with a noun or pronoun called the **object of the preposition**. It can modify a noun or a pronoun, a verb, an adjective, or an adverb.
3. An **appositive** is a noun or pronoun that is placed next to another noun or pronoun to identify or give more information about it. An **appositive phrase** is an appositive plus its modifiers.
4. A **verbal** is the verb form that functions in a sentence as a noun, an adjective, or an adverb. A **verbal phrase** is a verbal plus any complements and/or modifiers.
 - a. A **participle** – a verbal that functions mainly as an adjective but can be used adverbially. E.g. “Gary comforted the crying baby.”
 - b. A **participle phrase** – contains a participle plus any complements and/or modifiers. E.g. “Thanking everyone for coming, my uncle began to carve the turkey.”
 - c. An **infinitive** – a verbal that is used as a noun. As a verb it can perform many of the functions of a verb in a main clause, or a subordinate clause. As a noun it can serve as the subject, as direct object of the verb, or as the object of a preposition. It ca also be used as an adjective or an adverb.

4. Clauses and Sentence Structure

1. A **clause** is a group of words that has a subject and a predicate and is used as part of a sentence.

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2. There are two types of clauses:
 - a. **Main clause** – has a subject and a predicate and can stand alone as a sentence.
 - b. **Subordinate clause** – has a subject and a predicate but it cannot stand alone as a sentence. E.g. “The television show bored me, so I turned it off.”

There are three types of subordinate clauses:

- 1) **Adjective clause** – modifies a noun or pronoun
 - 2) **Adverb clause** – modifies a verb, an adjective, or another adverb. It tells when, where, how, why, to what extent, or under what conditions.
 - 3) **Noun clause** – the whole clause is used as a noun.
3. Main or subordinate clauses can form four sentence types:
 - a. **Simple sentence** – has only one main clause and no subordinate clauses.
 - b. **Compound sentence** – made up of two or more main clauses.
 - c. **Complex sentence** – has one main clause and one or more subordinate clauses.
 - d. **Compound-complex sentence** – has more than one main clause and at least one subordinate clause.

Appendix A—Basic Grammar

Appendix B—Importance of Grammatical Analysis

Greek II Appendix B Importance of Grammatical Analysis

I. The importance of grammatical analysis

The following passage, 1 Peter 1:7, will illustrate the importance of checking the grammatical construction of a passage even when we are using commentaries.

ἵνα	το;	δοκιςμιον	υῶμων	τῆ	πιστεῶ	
CS		DNNS	N-NN-S	NPG-YP	DGFS	N-GF-S
in_order_that	the	proving	³ of_you	¹ of_the	² faith,	

πολυ	τιμιωστερον	ξρυσισου	του	ας	πολλυμενου
AB	A-MNN-S	N-GN-S	DGNS□APRNN-S		VPPMGN-S
much	more_precious	[than] ² gold	-		¹ of_perishing

δια;	πυρο	δε;	δοκιμαζομενου	ευρεθη	λ
PG	N-GN-S	CS	VPPPGN-S	VSAP--ZS	
³ through	⁴ fire	¹ yet	² being_proved,	may_be_found	

εις	ειπαινον	και	τιμην	και	δοσχανεςν	
PA	N-AM-S	CC	N-AF-S	CC	N-AF-S	PD
unto	praise	and	honor	and	glory,	in

ας	ποκαλυψει	σησου	ξριστου.
	N-DF-S	N-GM-S	N-GM-S
[the] revelation	of_Jesus	Christ.	

A. One commentary stated about this passage:

Peter said the believer's **faith** is much "more precious" than gold, for gold "perisheth". [Thoralf Gilbert, The Complete Biblical Library]

B. Another commentary read:

This sounds paradoxical. Like James (1:3) Peter solves the paradox. We see God's purpose in these trials: "in order that the testing out of your faith, (a testing out) more precious than of gold that perishes though tested out by means of fire. ... This testing is more pre-

Appendix B—Importance of Grammatical Analysis

cius than that of gold even when it is tested out and proved genuine by means of fire.”

- C. 1 Peter 1:7 may even be completely misunderstood by the reader if one only read the translations we routinely use. To get the picture of this, we will look at verses 6 and 7.

KJV: Wherein ye greatly rejoice, though now for a season, if need be, ye are in heaviness through manifold temptations: (7) That the trial of your faith, being much more precious than of gold that perisheth, though it be tried with fire, might be found unto praise and honour and glory at the appearing of Jesus Christ.

NIV: In this you greatly rejoice, though now for a little while you may have suffered grief in all kinds of trials. (7) These have come so that your faith—of greater worth than gold, which perishes even though refined by fire—may be proved genuine and may result in praise, glory and honor when Jesus Christ is revealed.

- D. Which is correct? One commentary and the NIV says faith is what is more precious than gold, while the other commentary and KJV states that it is the testing out of faith that is more precious than gold. We can determine the correct answer by doing a grammatical analysis.

II. A Grammatical Examination of 1 Peter 1:7

The question is, “Is it the *trial* or is it the *faith* that is much more precious?”

1. The best way to answer this question is to use some of the principles we have learned about adjectives.
 - a. The adjectives, *much more_precious*, are in the predicate position.
 - b. A linking verb may or may not be found in the Greek text, but if the verb is not found in the text, it must be supplied.
 - c. The linking verb is not found in this text. The KJV translators supplied the word **being** because the word is understood. They wrote, “That the trial of your faith, **being** *much more precious...*”
 - d. We will supply the linking verb and translate both ways, with *much more_precious* describing the noun *trial* and with same adjectives describing the noun *faith*.

Appendix B—Importance of Grammatical Analysis

- (1) that the trial is much more_precious
 - (2) that the (your) faith is much more_precious
2. An adjective agrees with the word it modifies in gender, number, and case.
 - a. The two adjectives under examination are πολυ τιμιωστερον.
 - b. In the interlinear grammatical analysis we find that both adjectives are identified as Nominative Singular Neuter. Therefore, these adjectives are modifying the word **trial** or **proving** not the word **faith**.
 - c. This means that Peter is teaching here that the **proving** not the **faith**, is much more precious.
 - d. What kind of faith is much more precious than gold? It is the proving out (approved character) of your faith.

IV. Some Vocabulary Analysis of 1 Peter 1:7

δοκιμιον (#1383) – This word is used twice in the New Testament, namely, James 1:3 and 1 Peter 1:7.

Thayer's defines the word as *the proving, that by which something is tried or proved, a test*. He defines υῤ῰μων τῆ πιστεῶ as *your proved faith*, 1 Pet. i 7.

Perschbacher, The New Analytical Greek Lexicon, defines the word as: *that by means of which anything is tried, proof, criterion, test; trial, the act of trying or putting to proof*, James 1:3; *approved character*, 1 Peter 1:7.

Gingrich, The Shorter Lexicon of the Greek New Testament defines the word as: *testing* James 1:3; *genuineness, sterling quality* 1 Peter 1:7.

A. T. Robertson states "The use of *to dokimion* here and in 1 Peter 1:7, clearly means 'the genuine element in your faith'" (Word Pictures, 6:12).

Vine's Expository Dictionary of the New Testament states "a test, a proof, is rendered "proof" in Jas. 1:3, R.V. (A.V., "trying"); it is regarded by some as equivalent to *dikimeion*, a crucible, a test; it is the neuter form of the adjective *dokimios*, used as a noun, which has been taken to denote the means by which a man is tested and proved (Mayor), in the same sense as *dokimē* ... the same phrase is used in 1 Pet. 1:7, R.V., "the proof (of your faith)," A.V., "the trial;" where the meaning probably is 'that which is approved [i.e., as genuine] in your faith;' this interpretation,

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which was suggested by Hort, and may be good for Jas. 1:3, has been confirmed from the papyri by Deissmann (*Bible Studies*, p. 259, ff).

Vincent's Word Studies in the New Testament defines this word as "*trial* (δοκιμιον). Only here and Jas. 1:3. Rev., *proof*. The word means a *test*. As the means of proof, however, is not only the touchstone itself, but the trace of the metal left upon it, the sense here is the result of the contact of faith with trial, and hence the verification of faith. The expression is equivalent to *your approved faith*."

Consider the following perspective of 1 Peter 1:7 as given in The Message Bible:

What a God we have! And how fortunate we are to have him, this Father of our Master Jesus! Because Jesus was raised from the dead, we've been given a brand new life and have everything to live for, including a future in heaven—and the future starts now! God is keeping careful watch over us and the future. The Day is coming when you'll have it all—life healed and whole.

I know how great this makes you feel, even though you have to put up with every kind of aggravation in the meantime. Pure gold put in the fire comes out of it *proved* genuine. When Jesus wraps this all up, it's your faith, not your gold, that God will have on display as evidence of his victory.

You never saw him, yet you love him. You still don't see him, yet you trust him—with laughter and singing. Because you kept on believing, you'll get what you're looking forward to: total salvation.

Required Materials for Greek II

King James Bible

Various publishers have produced King James or Authorized versions of the Bible. Many of the Greek or Hebrew tools are keyed to the King James Version of the Bible.

Thayer's Greek/English Lexicon of the New Testament

By: Joseph H. Thayer

Vendor: Hendrickson Publishers

Vendor: Baker Book House

Publication Date: 1996 (Hardcover)

Publication Date: 1977

Description: For over a century, Joseph Henry *Thayer's Greek-English Lexicon of the New Testament* has been lauded as one of the finest available! A Greek lexicon is a Koiné Greek dictionary. It is used to identify the various meanings of words. A lexicon is a necessary tool for further study. This lexicon (dictionary) is numerically coded to Strong's Exhaustive Concordance. Therefore, it can be used without knowledge of the Greek alphabet. This is an excellent tool for a serious Bible student with little knowledge of Greek.

The New Strong's Exhaustive Concordance of the Bible (Numbered)

By: James Strong LL.D., S.T.D.

Vendor: Thomas Nelson Publishers

Description: This concordance lists every occurrence of each word in the King James Version of the Bible giving the book, chapter and verse where each word occurs. It also has brief dictionaries of the Hebrew and Greek words. Each word is assigned a number. Therefore, knowledge of the original language is not necessary. This is an excellent basic tool for general Bible study. The Strong's numbering system is used by a number of Greek tools on the market.

Interlinear Greek/English New Testament

By: George Ricker Berry

Vendor: Baker Book House

Description: The Greek text with suggested translation underneath. Also contains in the margin the King James Version of the Bible.

Analytical Greek New Testament

By: Timothy and Barbara Friberg

Vendor: Baker Book House

Publication Date: 1998

Description: An interlinear Greek Bible with grammatical code tags given under each Greek word. This is an invaluable tool that allows the student to identify what the inflection of each word represents without knowing how to analyze the inflection of the word.

Some Recommended Materials

Analytical Lexicon of the Greek New Testament

By: Timothy and Barbara Friberg

Vendor: Baker Book House

Publication Date: 1998

Description: A lexicon that alphabetically arranges *every* word with *every* inflection found in the latest editions of the UBS, Nestle-Aland, and Majority texts. Its best features: each word is tagged with a grammatical code so you see important information at a glance and the lexicon form of the word is given for each word listed.

Complete Word Study of New Testament

By: Spiros Zodhiates

Vendor: AMG Publishers

Description: This work gives the Greek text with KJV above and the Strong's number and morphological tags above the KJV words.

Doing Expanded Translations

A. First, Find the **Vocabulary Meaning** of Greek Words in the New Testament Passage.

This easy technique can be used while learning the Greek alphabet. After learning the alphabet and how to find the lexical form of the word, you can go directly to a Greek lexicon. (See Step 4)

But for now ... here is how to find a word meaning using the Strong's Concordance:

Example — What is the full lexical meaning of the word “love” as used in John 3:16?

Step (1) Find the desired word in the Greek interlinear.

It is the word $\eta\varsigma\gamma\alpha\varsigma\pi\eta\sigma\epsilon\nu$.

Step (2) How is it translated in the King James Version?

It is translated “loved.”

Step (3) Go to Strong's and find the word “loved.”

A. Next — under “loved” find John 3:16.

B. Next — note the number given for “loved” — #25.

C. Next — Go to the Greek Dictionary in the back of Strong's and find #25.

The Strong's Dictionary will list the word as $\alpha\varsigma\gamma\alpha\pi\alpha\varsigma\omega$. Beside this word is the dictionary meaning of the Greek word translated “love.” Strong's suggested meanings are: *to love* (in a social or moral sense).

Step (4) For a more detailed definition you can look this word up in a lexicon.

#25 $\alpha\varsigma\gamma\alpha\pi\alpha\varsigma\omega$ Thayer's Greek-English Lexicon of the New Testament gives a rather lengthy treatment. The following definitions are included: *to love*; with the accusative of the person, *to have preference for, wish well to, regard the welfare of*; with the accusative of a thing, $\alpha\varsigma\gamma\alpha\pi\alpha\varsigma\omega$ denotes *to take pleasure in the thing, prize it above other things, be unwilling to abandon it or do without it*.

$\alpha\varsigma\gamma\alpha\pi\alpha\varsigma\omega$ Analytical Greek Lexicon gives the following definitions: *love*, especially of love as based on evaluation and choice, a matter of will and action; toward persons *love, be loyal to, regard highly*; toward things *value, delight in, strive for; long for*.

Appendix D

B. Next, Do A Grammatical Analysis of the Greek Words.

When doing your own expanded translations it is necessary to do a grammatical analysis of the words in a passage. The following is how to find the grammatical analysis using the Analytical Greek New Testament:

Step (1) Find the desired word in the Greek interlinear. In John 3:16 for example, it speaks of “For God so loved the world....”

The word “loved” is $\eta\varsigma\gamma\alpha\varsigma\pi\eta\sigma\epsilon\nu$.

Step (2) Go to your Analytical Greek New Testament and look under the third word in the verse or look up the word in your Analytical Greek Lexicon. It is easy to see that it is the same word as the one in the interlinear.

Example:

John 3:16

$\acute{\omicron}\tilde{\upsilon}\tau\acute{\omega}$ $\gamma\alpha\rho$ $\eta\varsigma\gamma\alpha\varsigma\pi\eta\sigma\epsilon\nu$ $\circ\phi$ $\theta\epsilon\acute{\omicron}$; $\tau\omicron\upsilon$ $\kappa\omicron\varsigma\sigma\mu\omicron\nu$,
AB CS VIAA--ZS DNMS N-NM-S DAMS N-AM-S

Note that beneath the word is written (VIAA--ZS)

Step (3) Use the chart you have been given at the end of Appendix A of your workbook (reprinted below) to determine the grammatical analysis of

$\eta\varsigma\gamma\alpha\varsigma\pi\eta\sigma\epsilon\nu$ (VIAA--ZS):

V — Verb
I — Indicative mood
A — Aorist tense
A — Active voice
- — n/a
- — n/a
Z — Third person
S — Singular number

This tells us it is a verb in the indicative mood (stating a fact), aorist tense (punctiliar action in the past), active voice (subject is doing the action), third person (he, she, it, or they), and singular in number (he, she, it).

Appendix D

C. Finally, Write an Expanded Translation of the Passage.

Using the information obtained in Steps A and B above, write an expanded translation of the passage of scripture you are analyzing.

In our example above the passage could be translated as:

John 3:16 “For God highly regarded and esteemed the world so much and He had such great value for it...”

The full verse in KJV is:

For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.

Appendix D

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