

**IMPACT
INTERNATIONAL
SCHOOL
OF MINISTRY**

Αα Ββ Γγ Δδ Εε Ζζ Ηη Θθ Ιι Κκ Λλ Μμ

GREEK I

Νν Ξξ Οο Ππ Ρρ Σσ Ττ Υυ Φφ Χχ Ψψ Ωω

WORKBOOK

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Note: Bulk of material within these lessons are based on The Original Word Teaching Series 1: Introduction to New Testament Greek by Charles Goodwin & W. David McBrayer.

Greek 1

Class 1 Introduction & Keys

I. Purpose

This class is designed to teach you important _____ principles of New Testament Greek and how to use these _____ to interpret the New Testament thereby obtaining a greater _____ into the Word of God. (This in turn will help each student learn what the Bible _____ really says about Jesus, what he did and how that _____ us.)

II. Tools

A. Required

- 1. King James (Authorized Version) Bible**
- 2. Thayer's Greek Lexicon with Strong's Numbers**
- 3. Numbered Strong's Exhaustive Concordance**

B. Recommended

- 1. Interlinear Greek/English New Testament, and**
- 2. Analytical Greek New Testament, or**
- 3. Analytical Lexicon of the Greek New Testament.**

III. Course Outline

A. *Six Lessons*

- (Week 1) Alphabet
- (Week 2) Verbs
- (Week 3) Verbs and Verbal Forms
- (Week 4) The Greek Cases
- (Week 5) Prepositions
- (Week 6) Article

B. *Review and Vocabulary*

1. Each Lesson will have a Study Guide containing questions to review the lesson material.
2. Each Lesson will have vocabulary words to learn to pronounce and define.

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. This is Greek 1.

B. *Greek and What We Believe*

We believe that the Word of God speaks best for itself. In order to _____

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understand what the text means, one must understand more fully the language 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 understanding of the basic principles of the language.

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

With the guidance of the _____ and the _____ use of biblical language principles one will understand the true meaning of the Scriptures.

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 forest to be explored.

V. Our Study Approach

NOTES

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 _____ 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.
 - b) _____, at the _____ and _____ of the day. Review your notes
 - c) _____ the vocabulary as indicated. Also, practice _____ the letters and words!
 - d) _____ reading the passages and vocabulary _____.
4. It takes time to absorb each lesson. _____ . The concepts you learn will last a _____.

B. Memorizing the Alphabet and diphthongs.

We know from experience that

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_____ the alphabet is the single most important step to learning New Testament Greek. Once you learn the letters and diphthongs you will, in all likelihood, continue in the language and it will become a _____ part of your _____ ministry.

C. Study Method

Our study will use the _____ method.

1. This is the method of learning the grammatical 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.

D. Our Hands-On Approach will be "One Step at a Time."

1. Learn the alphabet as a _____.
2. Learn about _____ which are made when the alphabetical letters are put together.
3. Learn about _____ or _____ which are formed when words are placed side by side.
4. Using the "one step at a time" method, our _____ of the language will be a _____.
5. By going over the foundational concepts again as we see them used, they will

become almost _____ to us.

NOTES

Remember, repeated exposure will make things which are at first confusing eventually become clear in our minds.

VI. Background Information

A. *The Specific Language We Are Studying*

The Term “Koine Greek” is _____.

Koine Greek belongs to the third of five distinct periods in the development of the Greek language.

1. The Formative Period—from prehistoric origin of the race to Homer (c. 900 b.c.).
2. The Classical Period—from Homer to the Alexandrian Conquest (c. 330 b.c.).
3. **The Koine Period—(330 b.c.–a.d. 330)**
This is the period of the common or universal Greek.*

Koine Greek is the language from which our English translations come, translations such as the King James Version, the New American Standard Bible, the New English Bible, the New International Version, and others.

4. The Byzantine Period—330 a.d.–1453.
5. The Modern Period—1453 until the present.

B. *What is language?*

Language is any means through which thought is _____ from one _____ to _____. By this definition language would include _____ language, _____

Greek 1

Class 1 Lesson

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I. The Objectives of Lesson One

- A. To learn the _____.
- B. To become acquainted with the way _____ by putting selected letters together.
- C. To be able to _____ and pronounce the first five words of **John 1:1**.

II. Learning the Koiné Greek Alphabet

- A. Composed of _____ characters.
- B. Much similarity to our English alphabet.
- C. It will not be difficult to learn, yet it is probably the hardest part.
- D. To help us “over the hump” we will use a “Three Step Method.”
 - 1. _____ the alphabetical letters.
 - 2. _____ the alphabet pronounced.
 - 3. _____ the alphabet together.

The Greek Alphabet

NOTES

Name		Form		Pronunciation	Transliteration
Alpha	(ahl-fah)	A	α	<i>a</i> in father	a
Beta	(bay-tah)	B	β	<i>b</i> in ball	b
Gamma	(gahm-ma)	Γ	γ	<i>g</i> in got ¹	g
Delta	(dell-tah)	Δ	δ	<i>d</i> in dog	d
Epsilon	(ep-sih-lawn)	E	ε	<i>e</i> in met	e
Zeta	(dzay-tah)	Z	ζ	<i>dz</i> in dozen	z or dz ⁴
Eta	(ay-tah)	H	η	<i>a</i> in late <i>e</i> in obey	e ⁴
Theta	(thay-tah)	Θ	θ	<i>th</i> in think	th
Iota	(ee-oh-tah)	I	ι	<i>i</i> in marine <i>i</i> in machine	i
Kappa	(cop-ah)	K	κ	<i>k</i> in kite	k
Lambda	(lahm-dah)	Λ	λ	<i>l</i> in lamp	l
Mu	(moo)	M	μ	<i>m</i> in mood	m
Nu	(new)	N	ν	<i>n</i> in never	n
Xi	(ksee)	Ξ	ξ	<i>x</i> in box <i>ks</i> in asks	x
Omicron	(au-mih-krahn)	O	ο	<i>o</i> in dog or log	o
Pi	(pee)	Π	π	<i>p</i> in pea	p
Rho	(hrow)	P	ρ	<i>h&r</i> in her	r, rh ²
Sigma	(sig-mah)	Σ	σ,ς	<i>s</i> in sent	s, s ³
Tau	(rhyme: "how")	T	τ	<i>t</i> in ten	t
Upsilon	(oop-sih-lawn)	Υ	υ	<i>ew</i> in new	y or u ⁴
Phi	(fee)	Φ	φ	<i>ph</i> in phone	ph (f)
Chi	(key)	X	χ	English (<i>kh</i>) The German <i>ch</i> as in Bach	ch
Psi	(psee)	Ψ	ψ	<i>ps</i> (initial) in psalms <i>ps</i> (medial or final) in lips	ps
Omega	(oh-may-gah)	Ω	ω	<i>o</i> in only	o

NOTES

Notes on the Greek Alphabet Table:

1. Before another υ or χ , gamma is pronounced like ng as in *long*.
2. At the beginning of a word ρ is written $\rhȯ$ (*rh*).
3. Sigma is written at the end of a word σ , elsewhere σ .
4. The Greek alphabet is transliterated with the obvious English alphabetic correspondent, with the following exceptions:

ζ = ζ

η = ϵm

υ = ψ (except in diphthongs where it is "u")

III. Transliteration and Translation

A. Transliteration

This is when the alphabetical characters of one language are _____ into the *equivalent characters* of another language.

For example, the Greek letter β (*beta*) is *transliterated* into English with our letter **b**.

B. Translation

This is the _____ of a word from one language to another.

For example, the Greek word $\acute{\alpha}\gamma\acute{\alpha}\pi\eta$ (*agape*) means _____ in English.

IV. Vowels and Consonants

- A. Greek, like English, has two classes of letters, _____ and _____. The English vowels are the letters: a, e, i, o, and u.

NOTES

B. The Greek vowels are: α , ϵ , η , ι , \omicron , υ , ω

1. ϵ and \omicron are always _____ (epsilon-omicron)
2. η and ω are always _____ (eta-omega)
3. α , ι , υ are either _____ or _____ (alpha-iota-epsilon)

ι and υ are called _____ (iota-epsilon); all other vowels are called _____.

V. Diphthong

A diphthong is when _____ vowels are pronounced as _____.

A. Formation of the Greek Diphthong

The Greek also has _____. This is when two Greek vowels come together and are pronounced as one sound.

B. The Common Greek Diphthongs

1. $\alpha\iota$ as **ai** in **aisle**
2. $\alpha\upsilon$ as **au** in **au**ction
3. $\epsilon\iota$ as **ei** in **ei**ght
4. $\epsilon\upsilon$ as **eu** in **neuter**
5. $\omicron\iota$ as **oi** in **oi**
6. $\omicron\upsilon$ as **ou** in **youth** (**oo** in **food**)
7. $\upsilon\iota$ as **uee** in **queen**

NOTES

The first letter is always an _____ vowel except in the case of υι. The _____ letter is always a _____ vowel (ι, υ).

C. Iota Subscript

This happens when ι (iota) unites with along vowel α (alpha), η (eta), or ω (omega) to form a _____ sound.

The letter ι (iota) is written below the letter to which it is joined α, η, ω.

The *iota subscript* does not affect in any way the pronunciation of the letters under which it appears.

VI. Breathing Marks

A. A Vowel or Diphthong at the beginning of a word always has a breathing mark. (´) (ˆ)

(These symbols are above the line.)

1. Why is a breathing mark used? In Greek there is no letter “h.” However, there is the “h” sound.
2. The indicator which tells you to pronounce the “h” sound is a backward apostrophe (´). This is called a _____ breathing mark.
3. When you see the backward apostrophe (´), begin the word with an “h” sound.
4. The _____ breathing mark (ˆ) indicates that **no “h” sound** should be pronounced.

B. Examples of Proper Treatment of Breathing Marks

ἔν is to be pronounced **hen**.

ἐν is to be pronounced **en**.

οὖ is to be pronounced **hoo**.

οὔ is to be pronounced **oo**.

C. Where does the breathing mark stand?

1. In a vowel, it stands over the vowel. (ἐν)

2. With a diphthong, it stands over the second of the two component vowels. (οὖ)

3. When a *breathing* mark and an *accent* mark are over the same vowel, the breathing mark comes first (ἄγλος)

An exception is the circumflex accent which stands over the breathing mark.

(ἤν)

VII. Accent Marks

Why are Accent Marks used and what are these marks?

A. In ancient times the Greek accent marks indicated _____ pitch. Today we use them to indicate stress or _____.

B. There are **three** accent marks.

1. _____ (´)— represents a **rising** inflection.

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2. _____ (`)— represents a **falling** inflection.
3. _____ (^)— represents a **combination** of both the rising and the falling of the voice. Note the circumflex is sometimes printed as ~, especially when it appears with a breathing mark.

VIII. Other Diacritical Marks

1. The diaeresis ("), pronounced *dy-**eer**-i-sis*, is placed over the second of two vowels to show they form two syllables instead of a diphthong. English example: naïve (*nah-**eev***).
2. The coronis ('), pronounced *kor-**ō**-nīs*, is used to indicate crasis (i.e. contraction). It is placed over the contracted syllable. Greek example: κα᾿γω from καί + ἔγω.
3. The apostrophe ('), is used to indicate elision—omission of a vowel or syllable in pronunciation. It is placed after the word with the elided vowel. Greek example: ἐπ' αὐτον for the words ἐπί + αὐτον.

IX. Syllables and Word Pronunciation

Every _____ must contain a vowel or a diphthong. **Therefore, each word will have as many syllables as it has vowels and/or diphthongs.**

ᾰ γα πη agape

(1 2 3 syllables)

NOTES

X. Punctuation

- A. The _____ (,) is written on the line and it corresponds to the comma in English.
- B. The _____ (.) is written on the line and it corresponds to the period in English.
- C. The _____ is a dot above the line (:). It performs the same function as does the colon or semicolon in English.
- D. The Greek _____ (;) looks exactly like the English semicolon.

XI. Learning to use the Interlinear.

John 1:1

(1)	(2)	(3)	(4)	(5)	
ἔν	ἀρχῆ	ἦν	ὁ	λόγος,	
In	(the) beginning	was	the	Word,	
(6)	(7)	(8)	(9)	(10)	(11)
καὶ	ὁ	λόγος	ἦν	πρὸς	τὸν
and	the	Word	was	with	the
(12)	(13)	(14)	(15)	(16)	(17)
θεόν, καὶ	θεὸς	ἦν	ὁ	λόγος.	
God,	and	God	was	the	Word.

XII. Review—We have covered:

- A. Alphabet
1. Has much similarity to the English
 2. Will become easier with repeated exposure

NOTES

- B. Transliteration & translation
- C. Vowels
- D. Diphthongs
- E. Breathing Marks
- F. Accents
- G. Syllables
- H. Punctuation
- I. Five words in Greek

XIII. Before Next Lesson – Study Guide

- A. Know your notes.
- B. Memorize and practice writing the alphabet (lower case only) in order.
- C. Memorize and know how to write the Greek vowels and diphthongs
- D. Practice reading John 1:1
(Always practice reading aloud.)
- E. Study Guide & Vocabulary

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Greek I
Class 2 Lesson
Greek Verbs

NOTES

I. The objective of the lesson.

1. To learn something about the expression of thought, particularly as this expression of thought is demonstrated by the use of various Greek _____.
2. We will learn the _____, _____, _____ and _____ tenses.

II. Sentence

To properly express a thought one needs to form a sentence. Every complete sentence contains at least two factors.

1. A _____ — Usually the subject names something or someone. The main word in the subject is a noun or a noun substitute such as a pronoun.
2. A _____ — The Predicate tells something about the subject. The main word in the predicate is the verb.

III. Simple Sentence.

In a very simple sentence the subject will be a noun or a pronoun and the predicate will be a verb. The verb may be either a single word or a group of words. For Example:

John walked. (In this sentence "walked" is the predicate.)

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IV. Verb.

A. A verb is a word which **shows action** or a **state of being**. As an action word a verb, among other things, can:

1. _____ — John threw the ball.
2. _____ — John, throw the ball!
3. _____ — Who threw the ball?

B. The nature of the verb presents two variations.

1. Transitive Verb

If the _____ described in the verb _____ an _____ to complete its meaning, the verb is called a _____ verb. For example, "The bat hit the ball." The verb hit requires an object to complete its meaning. In this case the object which completes the meaning (the object hit) is the ball.

2. Intransitive Verb

When a verb does _____ an _____ to complete its meaning, i.e., when the verb makes complete sense without an object, it is called an _____ verb. For example, "Bill ran." This sentence makes complete sense without an object. Here ran is used as an intransitive verb.

NOTES

V. English is an analytical Language.

Words make sense depending upon the _____ they are in, or said another way, words make sense when juxtaposed with other words to form a _____ or _____.

For example, the word *believe* standing alone tells the reader nothing more than the vocabulary meanings (to have religious convictions; to have a firm conviction about something, etc.)

To make any real sense to the reader another word or words must be used in _____ with this verb believe. For example, "I believe the Bible."

VI. Greek is a synthetic language.

In a synthetic language the _____ of a word is more important than word order in a sentence.

For example, a verb standing alone provides more than just the vocabulary meaning. In a synthetic language changes in a word's ending or construction provides an _____ of important _____ about the word itself.

VII. Construction of the Greek verb.

- A. For the purpose of this lesson, a simple Greek verb is made up of at least _____ parts: STEM + [ENDINGS]
1. _____ — The first part is identified as the *stem*. The stem remains _____ throughout the conjugation or changes a word goes through. The stem is that part of the verb which gives the _____.

NOTES

2. _____ — The second part is various endings added to the stem. They **show** _____ the _____ is _____. These additions are called _____. These inflections provide information beyond that of just vocabulary meaning.

B. A simple Greek verb illustrated: **λύω**

The **meaning** of λύω is “I loose” or “I am loosing.”

1. The stem (**meaning**) remains constant, but
2. the endings (**inflections**) change.

The following is a paradigm of λύω. A paradigm is a model showing the inflectional changes of a given word.

λύω (present active indicative)

Stem/Endings

Single

- | | |
|-----------|--|
| 1. λύ ω | I loose,
I am loosening |
| 2. λύ εις | You loose,
You are loosing. |
| 3. λύ ει | He (she, it) looses,
He is loosing. |

Plural

- | | |
|----------------|--|
| 1. λυ ομεν | We loose
We are loosing. |
| 2. λύ ετε | Ye (you all) loose,
You all are loosing |
| 3. λύ ουσι(ν)* | They loose,
They are loosing |

NOTES

* Movable “v”—at times a “v” will be added depending on the following word or at the end of a sentence. This is somewhat similar to the English use of “a” and “an.”

VIII. Inflectional Endings

A. These *inflectional endings* tell you _____ about the verb. Another way to think of it — the way the verb *asks* and *answers* five different questions.

1. _____
_____ is participating in the action?

2. _____
_____ are involved in the action?

3. _____
How does the speaker _____ the action? What _____ of action? (*In the indicative mood it also tells when the action took place.*)

4. _____
Is the subject _____ the action or the action *being* _____ to the subject?

5. _____
What is the _____ of the speaker with regard to the fulfillment of the action?

The fulfillment of this action can be seen from two viewpoints.

a. Is the action real (_____), or

b. Is the action potential (_____)?

NOTES

B. Examples of these five questions being asked.

1. Person?

_____ person — Yourself — “**I**”

_____ person — The person to whom you are talking — “**you**”

_____ person — The person about whom (or the thing about which) you are talking — “**he, she, or it**”

2. Number?

_____ First person singular — “*I hear music.*”

_____ Second person singular — “*You hear music.*”

_____ Third person singular — “*He/she/it hears music.*”

_____ First person plural — “*We hear music.*”

_____ Second plural — “*You all (ye) hear music.*”

_____ Third plural — “*They hear music.*”

3. Tense?

(Will be discussed later in this chapter.)

4. Voice?

_____ — The subject is **doing the action**,

“John kicked the ball.”

_____ — Subject is **receiving the action**.

*“While playing basketball
John was accidentally kicked
by the referee.”*

_____ — This is a voice that does not appear in English. In Greek it is used often. It frequently means the subject acts upon itself or in its own interest.

“There being no ministers available, Payton baptized himself.”

NOTES

Deponent Verbs — verbs which are in **form** a **middle** or **passive voice**, but in interpretation are **treated as an active voice** verb.

5. Mood?

_____ — presented as true or statement of **fact. (reality)**

“John is taller than Bill.”

_____ — **(first step from reality)** a mild contingency; the mood of probability or a **conditional statement** or **doubtful assertion**.

“Without help I can’t continue.”

_____ — **(second step from reality)** presents a **remote possibility**.

“I wish I were in the land of cotton.”

_____ — mood of volition. **(furthest removed from reality** because it expressed neither probability nor possibility, but **only intention**.) It represents a **command** or an **exhortation**.

“Shut the door.”

IX. Tenses — This lesson’s primary objective.

In New Testament Greek, **no element of the Greek language is more important than the matter of tense.**

An _____ of verb tenses will very often solve a difficult passage. Additionally, by carefully noting the tenses, many times a “beautiful insight” of a spiritual truth becomes evident which may have remained _____ without a knowledge of verb tenses.

NOTES

A. Tenses show kind of action.**

1. The most important element of a verb's tense is its showing of the _____
_____. The kind of action can be identified in three different ways.
 - a. It may be _____.
 - b. It may be regarded _____ as _____ without reference to the question or progress.
 - c. It may be _____ action.
2. The _____ of action only plays a roll in the _____ Mood.

B. Greek has seven tenses.

There are seven different tenses in the New Testament Greek — **Present, Imperfect, Aorist, Perfect, Future, Pluperfect, and Future Perfect**. *In this lesson we will study four of the seven tenses.* These four can be grouped into three fundamental kinds of or _____.

1. The first “kind of” or type of tense shows _____ action.

In this group of tenses the action can be thought of as the type action you capture when using a movie camera. Its **action is continuous, ongoing, habitual types of action**. There are **two tenses** showing **continuous** or **linear** (move camera type) **action**. —
_____ **Tense** and
_____ **Tense**.

- a. **Present Tense** (indicative mood) shows two things:

(1) *kind* of action (_____)

(2) *time of action* (_____)

NOTES

Example — “*John beats up Henry all the time.*”

This statement tells us that every time John can get to Henry he beats him up. Another way to say this is, “John routinely, regularly perpetually administers a whipping to Henry.” This action is being spoken of as a continuous moving picture type of action. In Greek the present tense would be used because the action is spoken of as a continuous and contemporary event.

Bible examples:

John 3:36 — “*He that believeth on the Son **hath** eternal life: ...*”

(The verb “hath” is Third Person Singular **Present** Active Indicative.)

In other words, in this sentence the form or construction of the Greek word for hath (ἐχει) tells us that he (Third person singular), in the present time and continuously (present tense) hath or has eternal life. In this statement the subject is doing the action (active voice) and it is presented as reality or fact (indicative mood).

Matt 25:8 — “*And the foolish said unto the wise, Give us your oil; for our lamps **are gone out.***”

(The verb “are gone out” is Third

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Person Plural **Present** Passive Indicative.)

An Interlinear New Testament Translation (INT):

Matt 25:8

αἱ δὲ μωραὶ
The So foolish (ones)

ταῖς φρονίμοις εἶπαν·
to the prudent said

δότε ἡμῖν ἐκ τοῦ ἐλαίου
Give us of the oil

ὑμῶν, ὅτι αἱ
of you, because The

λαμπάδες ἡμῶν σβέννυνται.
lamps of us **are going out.**

A portion taken from an Analytical Greek New Testament (AGNT):

Matt 25:8

αἱ δὲ μωραὶ ταῖς φρονίμοις
εἶπαν· δότε ἡμῖν ἐκ τοῦ
ἐλαίου ὑμῶν, ὅτι αἱ λαμπάδες
ἡμῶν σβέννυνται.
VIPP--ZP

b. Imperfect Tense tells us two things

(1) *kind* of action (_____)

(2) *time* of action (_____)

(appears only in the indicative mood)

NOTES

Example — “*Up until three years ago, John beat up Henry every time he saw him.*”

This action is also being spoken of as an action represented in a moving picture. However, the action happened in the past (*until three years ago*). To express the *continuous action in past time* a writer would use the imperfect tense if writing in Greek.

Bible Examples:

Mark 1:5 — “And there **went out** unto him all the land of Judea, and they of Jerusalem, and were all **baptized** by him,”

(First Verb — “went out” is Third Person Singular **Imperfect** Middle (deponent) Indicative.)

(Second Verb — “baptizes” is Third Person Plural **Imperfect** Passive Indicative.)

Mark 1:5 (INT)

καὶ ἐξεπορεύετο πρὸς αὐτὸν
And **went out** to him

πᾶσα ἡ Ἰουδαία χώρα
all the Judean country

καὶ οἱ Ἱεροσολυμίται
And the Jerusalemites

πάντες, καὶ βαπτίζοντο ὑπὸ
all, and **were baptized** by

Αὐτοῦ ἐν τῷ Ἰορδάνῃ
Him in the Jordan

ποταμῷ ἔξομολογούμενοι τὰς
river confessing the

ἁμαρτίας αὐτῶν.
sins of them

Mark 1:5 (AGNT)

καὶ ἐξεπορεύετο πρὸς αὐτὸν
VIIN--ZS

πάσα ἡ Ἰουδαία ξώρα καὶ οἱ

Ἱεροσολυμίται πάντες, καὶ

ἐβαπτίζοντο ὑπ' αὐτοῦ ἐν
VIIP--ZP

Τῷ Ἰορδάνῃ ποταμῷ

ἔξομολογούμενοι τὰς

ἁμαρτίας αὐτῶν.

Acts 1:6 — “When they therefore were come together, they **asked** of him saying, Lord, wilt thou at this time restore again the kingdom to Israel?”

(The verb “asked” is Third Person Plural **Imperfect** Active Indicative.)

2. A second “kind of” or type of tense shows action as _____.
(Aorist tense)

The _____ tense simply tells the story but does not provide as much detail as the imperfect. It is action

NOTES

NOTES

_____ simply **as an event**, neither picturing it as in progress, nor affirming the existence of its results. This kind of action is called **punctiliar, point, or momentary action**. In contrast to action which can be thought of as a moving picture, this particular action can be thought of as a **snapshot** or **encapsulated** action.*

a. **Aorist** (indicative mood) tells us:

(1) *kind* of action — **punctiliar, point, snapshot**

(2) *time* of action — **past (indicative mood**)**

Example — “*Last week John beat up Henry.*”

Here the action is just being presented as having occurred in the past. No details are given. We are not told if John beat up Henry once, twice, or three times. The action is just presented like a snapshot.

Bible examples —

John 1:14 — “*And the word **became** flesh, and dwelt among us, ...*” (The verb “became” is Third Person Singular Second **AORIST** Middle Deponent Indicative)

John 1:14

καὶ ὁ λόγος σὰρξ ἐγένετο
And the Word flesh **became**

καὶ ἐσκήνωσεν ἐν ἡμῖν
and dwelt among us

Rom 5:14 — “*Nevertheless death*

NOTES

reigned from Adam to Moses, even over them that had not sinned after the similitude of Adam's transgression, ..."

(The verb "reigned" is Third Person Singular 1st Aorist Active Indicative.)

Rom 5:14

ἀλλὰ ἐβασίλευσεν ὁ
But **reigned** -

θάνατος ἀπο Ἀδὰμ μέχρι
death from Adam until

Μωϋσέως καὶ ἐπι τοὺς
Moses even upon the (ones)

μὴ ἀμαπτήσαντας ἐπι τῷ
not sinning in the

ὁμοιώματι τῆς παραβάσεως
likeness of the transgression

Ἀδάμ, ὅς ἐστιν
of Adam, who is

τύπος τοῦ μέλλοντος.
a type of the (one) coming.

3. The third "kind of" of type of tense shows action _____

(Perfect tense)

The **PERFECT** tense can be thought of as the "*long tense*" because it speaks of an action which happened in the past, but the results of that action continue to present.

- a. In the **PERFECT TENSE** the following can be seen:

NOTES

- (1) It shows _____ **action** which happened in the past, and
- (2) Although the action has reached a **completion** the _____ **is on the continuing results** of the action.

To repeat, the perfect is the long tense of complete action, that is, it indicates a completed action with a resulting state of being. **The most important thing to keep in mind about the perfect tense is its emphasis on the _____**

Example — The completed past action with continuing results of the perfect tense is seen in this statement: “*John beat up Henry and broke his nose, which made it difficult for Henry to breathe and Henry, even today, has a difficult time in breathing.*”

Bible Examples —

1 Cor 15:4 — “*And that he was buried, and the **he rose again** the third day according to the Scriptures:*” (The verb “he rose again” is Third Person **Perfect** Passive Indicative.)

Rom 3:10 — “*As it is **written**, There is none righteous, no, not one:*” (The verb “written” is Third Person Singular **Perfect** Passive Indicative.)

Rom 3:10
καθὼς γέγραπται

As it has been written(,)

ὅτι οὐκ ἔστιν
that not is

δίκαιος οὐδε εἷς,
a righteous man not even one,

NOTES

X. Reading Practice

To our passage in John for reading and application.

(1)	(2)	(3)	(4)
ἔν	ἀρχῇ	ἦν	ὁ
In	(the) beginning	was	the

(5)	(6)	(7)	(8)
λόγος, καὶ		ὁ	λόγος,
Word, and		The	Word

(9)	(10)	(11)	(12)
ἦν	πρὸς	τὸν	θεόν,
was	with	the	God

(13)	(14)	(15)
καὶ	θεὸς	ἦν
And	God	was

(16)	(17)
ὁ	λόγος.
the	Word.

XI. Review.

A. The function of a verb is to **state** a **fact**,
give a **command**, and/or **ask** a **question**.

NOTES

- B. There are **two variations** of verbs:
1. one requires an object (**transitive**)
 2. no object required (**intransitive**)
- C. Greek is a **synthetic** language so verbs go through **inflections** (changes in the way the word is formed) which provide information relative to five basic factors:
1. **Person** —
 2. **Number** —
 3. **Tense** —
 4. **Voice** —
 5. **Mood** —
- D. Verb tense in the **indicative mood** shows two things:
1. **Kind** of action
 2. **Time** of action
- E. The three fundamental “kinds of” or types of tenses which show three different kinds of action:
1. **Continuous** action — represented by:
 - a. **Present** tense — happening **now**.
 - b. **Imperfect** tense — in **past time**.
 2. Action which happened or “**encapsulated**” action in the past.
Aorist — **snapshot** action in the **past**
 3. Action which **happened in** the **past** but with **ongoing results**.

Perfect tense.

NOTES

F. We studied **four** different **tenses**.

1. **Present**
2. **Imperfect**
3. **Aorist**
4. **Perfect**

XII. Before Next Lesson

- A. Study your notes.
- B. **Memorize** the **kind of action** and the **time of action** in the indicative mood of the above tenses.
- C. **Memorize** the four **moods** and briefly what they **mean**.
 1. **Indicative**
 2. **Subjunctive**
 3. **Optative**
 4. **Imperative**
- D. Continue **practicing alphabet** as in Lesson 1.
- E. **Complete** and review the **study guide** with the **vocabulary** for this lesson.
- F. **Bring** your required reference **books** to next class.

Greek I
Class 3 Lesson
Greek Verbs & Verbal Forms

NOTES

I. Objectives of this lesson.

- A. To learn the meaning of the other three _____ of the indicative mood not covered in Lesson Two. (**FUTURE, PLUPERFECT, FUTURE PERFECT**)
- B. To learn two new verbal forms.
1. **Infinitive** = verbal _____
 2. **Participle** = verbal _____

II. Verb Tenses which we have learned. (indicative mood)

- A. _____ tense —
1. type of action—continuous
 2. time of action—present time
- B. _____ tense —
1. type of action—continuous
 2. time of action—in the past
- C. _____ tense —
1. type of action—point action
 2. time of action—in the past
- D. _____ tense —
1. type of action—completed action
 2. time of action—happened in the past but the emphasis is on the continuing results or resulting state of being.

III. The other three tenses in the indicative mood.

A. _____ tense

1. *kind* of action—generally aoristic or **point action**. However, at times it can be **continuous**; the context usually will indicate which is intended.

2. *time* of action—future

Example—“*John will beat up Henry tomorrow.*”

Bible Example—

1 Cor 15:51–52 (NIV) “*Listen, I tell you a mystery: **We will not all sleep but we will all be changed** — (52) in a flash, in the twinkling of an eye, at the last trumpet. For the trumpet **will sound**, the dead **will be raised** imperishable, and **will be changed**.*” (all **future** tense verbs)

B. _____ tense

1. *kind* of action—_____ **action** with emphasis on the _____ **results** of the action **up to some point in** _____ time.

2. *time* of action—in the **past**. The results of that action continued up to a point in the past and then presumably ceased.

Think of it as the _____ **tense** (indicative) of **past time**. It is used in the same way as the perfect indicative except as follows:

(a) Perfect indicative—completed action in the past with the results of that action continuing into the present.

NOTES

(b) The **pluperfect**—_____ **action**
in the _____ with the _____ of
that action *continued up to a point in*
the past and **then** presumably
_____.

Example—“*John beat up Henry and broke his nose, which made it hard for Henry to breathe. As a result of this action, Henry, up until an operation three months ago, continued to have a difficult time with his breathing.*”

Bible Example—

Mark 15:9–10 (NIV) “‘Do you want me to release to you the king of the Jews?’ asked Pilate, **(10)** knowing it was out of envy that the chief priests **had handed** Jesus over to him.”

(3rd Person Plural **Pluperfect** Active Indicative)

C. **Future perfect tense**—This is a very rare tense and is nearly extinct in the New Testament. It only appears six times in the New Testament, and then only as a result of a “special use” of verb forms. In application it can be a little difficult to understand.

This “special use form” is where a _____
and a “_____” **verb** are used together
to constitute a **compound tense-form**.
(periphrastic use)

1. *kind* of action—_____ **action** with
_____ **on** the _____ of the
action.
2. *time* of action—some point in the _____.

Example—*At 9 a.m. tomorrow, John is going to beat up Henry and break his nose. From then on Henry is going (“to be” verb) to experience, that is after nine o’clock tomorrow, breathing (particle) difficulties.*

Bible Examples—(From the *Greek New Testament*)

Matthew 16:19 *“In the future I will give you the keys of the kingdom of heaven; and whatever you bind (forbid to be done) on earth, it will be (future tense “to be” verb) shall have been already bound (perfect participle) (forbidden to be done) in heaven; ...”*

This **future perfect** tense in the indicative mood indicates a state of _____. In other words, what you bind on earth has already previously been bound in heaven.

NOTES

IV. Recap of all seven tenses of the indicative mood.

A. **Present** — _____ action happening _____.

“I am eating.”

B. **Imperfect** — _____ action in _____ time.

“I was eating.”

C. **Aorist** — action simply _____ in the _____.

“I ate.”

D. **Perfect** — action _____ in the _____ with abiding _____ into the _____.

“I have eaten and I’m no longer hungry.”

E. **Future** — action in the _____.

“I will eat later in the day.”

NOTES

F. **Pluperfect** — action _____ in the _____, with the _____ of that action _____ **up to some point** which is also in the _____.

“Before noon yesterday, I had eaten and was not hungry even by dinner time.”

G. **Future Perfect** — action **to be** _____ in the _____ with _____ **on** the abiding _____ of this action.

“At this time tomorrow I will not be hungry because my lunch will have been eaten and my appetite satisfied.”

V. Finite Verbs

All verbs we have studied up to this point we will label as “_____” verbs. (Technically they are called “*finite*” verbs.)

These “normal” (***finite***) verbs have an _____ of information about themselves contained within the verb proper. If you recall from Lesson Two, the construction (form) of the verb tells us two things:

- 1) The _____ gives the _____ ***meaning***, and
- 2) The _____ tell us the ***Person, Number, Tense, Voice, and Mood***.

In function, a “normal” (finite) verb does two things:

- 1) Expresses _____ or a _____ _____.
- 2) Makes an _____ ***about*** the _____.

VI. A Greek normal (finite) verb *Can Be a Complete Sentence.*

Why?

Example — The Greek word ἀγαπάω is the **first person singular present active indicative** of the verb meaning “to love” or “to delight in.” By itself it makes the sentence, “***I continuously love.***”

Here the word standing by itself fulfills the requirements for a “normal” (finite) verb:

- (1) *Expresses an action* — “love”
- (2) *Makes an assertion about the subject* — “I.”

VII. The second objective for lesson three is to learn two new Verbal Forms. (non finite verbals)

- A. **Infinitive** — *verbal noun*
- B. **Participle** — *verbal adjective*

VIII. Infinitive — The Infinitive is a hybrid, i.e., It has *characteristics of both a verb and a noun.*

- A. The English language accomplishes this by making “gerunds.”

NOTES

NOTES

A “gerund” is a noun which is made by adding an (“-ing”) ending to a verb.

Example — “**Running** is healthy.”

B. The Greek language accomplishes this by the use of _____.

Example — “**To run** is healthy.”

C. A rule for beginners—when you see an **infinitive with an article (“the”)** in front of it, think of it as a _____ (**the act of** running is healthy).

D. In some of the infinitive’s uses the noun force will be _____, in other examples the verbal aspect will be uppermost.

1. It is most important to remember, that both characteristics will _____ be present.

2. It is not just a noun, nor is it just a verb, but it is _____ at the same time.

IX. As a “noun” the infinitive does not go through case changes (*It is not declined*).*

A. As a noun it is always in the _____ **number** and the _____ **gender**.

B. The infinitive performs the **typical noun** _____. Three of the more common uses:

1. Can be the _____ of the sentence.

“To run is healthy.”

NOTES

2. Can be a _____ clause.

“The students went to the high school track to run.”

3. Can be _____ of the verb.

“As an outdoor activity, the class chose to swim.”

X. As a “*verb*” the infinitive has *tense and voice*.

A. Tense — shows kind of action

1. _____ — used to stress the idea of linear or _____ action.

Example — **Rom 6:12** (NIV) “*Therefore, do not let sin reign in your mortal body so that you obey (continuously) its evil desires.*”

2. _____ **Infinitive** — _____ action

Example — **Luke 24:46–47a** “*And said unto them, Thus is written, and thus it behoved Christ **to suffer and to rise again** from the dead the third day; (47) And that repentance and remission of sins should **be preached** ...”*

3. _____ **Infinitive** — emphasis on the _____ **action** and _____ **results**.

Example — **Acts 26:32** “*Then said Agrippa unto Festus, This man might **have been set at liberty**, if he had not appealed unto Caesar.*”

(The perfect tells us he might have been set free for good.)

NOTES

B. **Voice** —

1. Active
2. Passive
3. Middle

XI. The Greek *participle* is also called a hybrid. It has *characteristics* of both a _____ and an _____.

- A. In Greek both verbal and adjectival elements will always be _____ in the participle, though the _____ will vary.
1. In one use the adjective force will come to the front.
 2. In another use, the verbal side will be what is stressed.
- B. In this series we will stress the verbal use.

Examples — Verbal aspect being stressed:

1. "While hiking up the mountain I fell."
2. "The instructor taught us while swimming."

C. **As a _____ the participle:**

1. Has _____ and _____

NOTES

2. May _____
3. May be an adverbial _____

XII. Our primary interest is in the verbal use of the participle.

- A. _____ — kind of action.
1. _____ — **continuous**, ongoing action.
 2. _____ — **punctiliar**, i.e. “snapshot” action.
 3. _____ — **completed** action with **emphasis on** the **resulting state** of being.
 4. _____ — aoristic unless context indicates otherwise. (“**snapshot**” action in **future**)

B. Voice

1. Active
2. Passive
3. Middle

C. _____

_____.

In practice, although not exclusively, the time of action is as follows:

1. The _____ **Participle** translates as **time** _____ **to** the action in the _____ **verb**.

NOTES

- a. The _____ action
_____.
- b. Often the participle will be translated to include the word “_____.”

Example — **Acts 1:8a** (KJV)

“*But **ye shall receive** (main verb) power, **after** that the Holy Ghost **is come** (aorist participle) upon you: ...*”

(1) *Participle action first* — Holy Spirit comes upon you

(2) *Main verb second* — ye receive power.

2. _____ **Participle** — time **contemporaneous with** the action in the **main verb**.

- a) **Participle** — same _____ as the _____ **verb**.
- b) Often the participle will be translated to include the word “**while**.”

Example — **1 Thess 4:8** (NIV)

“*Therefore, he who **rejects** (present participle) this instruction does not **reject** (main verb) man but God, who gives you his Holy spirit.*”

(Greek Expanded translation)
“*Therefore, the one who **and while he is rejecting** this instruction does not reject man, but God, ...*” (present participle)

NOTES

3. The _____ **Participle**
— translates as **time** happening **after**
the action of the **main verb**. It shows
subsequent action relative to the main
verb.

a) _____ action _____.

b) _____ action _____.

Example — **John 6:64** “*But there
are some of you that believe not.
For Jesus **knew** (main verb) from
the beginning who were that be-
lieved not, and who **should betray**
(future participle) him.*”

(1) *Verb action first* “knew.”

(2) *Participle second* “betray.”

4. The _____ **Participle**
— always represents the particular
shade of meaning of the perfect, the
completeness (at the time referred to in
the sentence) of an action begun previ-
ously. It shows that the action occurred
before the action of the main verb, but
the results of the participle action still
remain.

a) _____ action first but
_____ on the results still
_____.

b) _____ action _____ but
contemporaneous with the partici-
ples _____.

Example — Mark 7:30 “*And when
she was come to her house, she
found (main verb) the devil **gone
out** (perfect participle), and her
daughter laid upon the bed.*”

The devil had already gone out of the child before the return of the mother and the child was still free from it.

NOTES

XIII. Our passage in John for reading

(John 1:1–3a).

John 1:1

(1)	(2)	(3)	(4)	(5)
Ἐν	ἀρχῇ	ἦν	ὁ	λόγος,
In	(the) beginning	was	the	Word,

(6)	(7)	(8)	(9)	(10)	(11)
καὶ	ὁ	λόγος,	ἦν	πρὸς	τὸν
and	the	Word	was	with	the

(12)	(13)	(14)	(15)	(16)	(17)
θεόν,	καὶ	θεὸς	ἦν	ὁ	λόγος.
God,	and	God	was	the	Word.

John 1:2-3a

(18)	(19)	(20)	(21)	(22)	(23)
οὗτος	ἦν	ἐν	ἀρχῇ	πρὸς	τὸν
This one	was	in	(the) beginning	with	the

(24)	(25)	(26)	(27)	(28)
θεόν.	3. πάντα	δι’	αὐτοῦ	ἐγένετο,
God	All things	through	him	became,

XIV. Review

A. Learned three new tenses.

Future

Pluperfect

Future perfect

B. Two new verbal forms.

Infinitive — verbal noun

Verb — Tense & voice

Tense — Kind of action

Participle — verbal adjective

Verb — Tense & Voice

Tense — Kind of action

— Time in relation to
main verb

C. In the Participle learned about **participle time relations** in regard **to the main verb** of the clause.

Aorist — action happening **before** the main verb.

Present — at the **same time** of the main verb.

Future — action **after** the action of the main verb.

Perfect — action **before** the action of the main verb, but **results** are **contemporaneous**.

NOTES

XV. Before Next Lesson

- A. **Study** your **notes**.
- B. **Practice** reading **John 1:1–3a**.
- C. **Memorize** the meaning of the “normal” (finite) verb tenses as follows:
future, pluperfect, future perfect.
- D. **Memorize** the **time relations** between participles and the main verbs.
- E. **Complete** and review the **study questions** for this lesson. Review the **vocabulary** words. The Expanded Translations are **homework assignments** to be handed in next week.
- F. **Review** your notes about **recognizing** the **tense** of many active indicative verbs.
- G. **Bring** your required reference **books** to next class.

NOTES

Greek 1

Class 4 Lesson

Nouns and Cases

I. Objectives

Language can be broken down into parts of speech. In this lesson we will learn about the _____ and _____.

Case tells us how the noun _____ to other parts of the sentence.

II. Parts of Speech (English — Review)

- A. **Nouns** — name or classify people, places, etc.
- B. **Pronouns** — take the place of nouns.
- C. **Verbs and Verbals** (Infinitives — Participles) — say something about their subject; and/or show action or a state of being.
- D. **Adjectives** — modify nouns or their equivalents.
- E. **Adverbs** — modify other words or even whole sentences.
- F. **Prepositions** — relate a noun, pronoun, or phrase to some other part of the sentence.
- G. **Conjunctions** — used to join words, phrases or clauses.
- H. **Injunctions** — an exclamatory word that expresses emotion.

NOTES

III. The Impact of Word Order

- A. In _____, the way a word is used (the grammatical meaning) is determined to a large extent by _____.

Where the word _____ in the sentence is of importance. For example: blue sky and sky blue mean different things. The meaning intended by the writer or speaker is indicated by the word order.

- B. _____ is different. The word order does _____ how the word is used grammatically.

However, the _____ in the sentence is often varied for **purposes of** _____ or euphony. **The important factor in Greek has to do with the way the word is _____.**

For example: "What are we having for lunch Mr. Jones?"

If we depend on word order for meaning (as we do in English), this statement can be interpreted two ways. If spoken in a society where cannibalism is practiced it would have one meaning; if spoken by an ordinary person addressing Mr. Jones, a completely different meaning would be in sight.

However, **in Greek** the _____ would not be dependent upon word order but instead it depends upon the way _____ are formed.

IV. Greek Grammar Building Blocks

The major building blocks of the Koine Greek are _____ and _____. We have studied about the verb, now to the other major building block of Greek grammar — nouns.

NOTES

V. What are Nouns?

A. The word noun comes from the Latin nomen (Greek, ὄνομα = *name*).

This is because its function was to name persons or things.

B. Nouns are often called _____.
A **substantive** is a noun or any word (or group of words) which may be used as a noun.

VI. What are some of the functions of nouns?

A. The overwhelming majority of **nouns** _____ or _____ things, people, places, concepts, activities, and the like.

B. The _____ of a _____ is usually a **noun** or a noun substitute. In application this means, "words that function as the basic part of sentence subjects are usually nouns." (Tom, hat, man, couch, football, courage, etc.)

C. Nouns can also function in other ways.

1. _____ of the verb.

"Tom hit the ball."

2. _____ of the verb.

"Tom hit the ball to Jim."

3. _____,
etc.

"I went into the house."

VII. English Plural Noun and Possessive Noun

NOTES

A. In English, to make a plural, nouns normally _____.

1. Examples of normal or regular nouns changing forms.

a. hat to hats (adding an "s")

b. man to men (an internal change)

2. Some _____ nouns do not change forms.

a. deer to deer

b. sheep to sheep

B. In English, to show _____ when dealing with nouns, we usually add an "s" to the singular.

1. The "s" is preceded by an apostrophe.

For example: dog's collar

2. Sometimes an apostrophe only is added.

For example: Jesus' robe

NOTES

VIII. In Greek, changes from _____ to _____, changes to show _____ and other grammatical factors, are indicated by _____ within the word itself.

- A. In Greek, the way any given word is “_____” indicates the way the word is to be _____ in the sentence.
- B. _____, unlike English, plays only a _____ role.

IX. Declension — What Is It?

Declension can be identified in two ways:

- A. It is the _____ undergone by _____ and other substantives, by **which** they _____ their different relations of **gender, person, number, and case**.

Declension is the _____ of a substantive for the purpose of indicating its _____ to the rest of the sentence.

- B. It is also a _____ or substantives showing the same or a similar _____ of inflections.

A _____ **of nouns**, similar in form, or having a commonality, i.e., **having a** _____.

NOTES

X. English illustrations to assist in remembering the concept of “_____.” (For your review)

We could think of declension this way:

- A. The words “rabbit” and “squirrel” could be thought of as belonging to the same declension because their plurals are both formed by adding (s).
- B. The words “cherry” and “baby” would belong to another “declension,” because they form their plurals by changing the “y” to an “i” and adding (es).
- C. The third “declension” could be represented by the words “foot” and “goose” because these words form their plural by an internal vowel change (from “oo” to “ee”).

XI. Greek has _____ declensions (noun groups having a common form).

- A. **First** declension — woman, church, truth
- B. **Second** declension — man, servant, temple
- C. **Third** declension — hope, flesh, grace

XII. There are three things inherent in a Greek noun.

- A. _____ — *singular* or *plural*.
- B. _____ — *masculine*, *feminine*, or *neuter*.
 - a) The gender of a Greek noun does _____ always _____ to that of an English noun.

NOTES

b) In Greek the gender is more a matter of _____ than of sex.

c) In Greek non-living things as well as abstract terms have gender.

C. _____ — the aspect of the noun (substantive) which indicates its grammatical relationship to the verb and/or other elements in the sentence. It _____ **how the word is _____ in the sentence.**

Case tells us the role which the noun plays in the sentence. Or to expand on this, the _____ of case is to show the _____ of words to each other.

XIII. Forms and Cases — Grammarians are divided as to whether case is determined by _____ or _____.

A. In _____ Greek, case was determined by _____.

There were five cases which correspond to five inflected forms.

1. _____ — **naming** case
2. _____ — **possession** or description; the “**of**” case
3. _____ — the “**to**” case or indirect object or case of **interest**
4. _____ — the case of **limitation**
 - a. It marks the end of an action.
 - b. The direct object of the verb.
5. _____ — the case of **address** or the “**calling**” case.

NOTES

B. In **New Testament Greek** there are _____ **cases**, but only _____ **inflectional forms** (five where the vocative has a separate form).

Therefore, in **Koine Greek**, **case is determined by** _____ with form being of secondary importance.

1. _____ is a matter of _____, that is, changes in the ending of the word.
2. _____ is a matter of _____.

Inflectional Form	Case	Root Idea
First	Nominative	Designation — (naming)
	Vocative*	Address
Second	Genitive	Definition - (possessive)
	Ablative	Separation
Third	Dative	Interest — (indirect object)
	Locative	Position — (location)
	Instrumental	Means
Fourth	Accusative	Limitation — (direct object)

*At times the vocative will be in a form by itself. This separate case form only appears in the singular number, and even in the singular some nouns do not have separate forms for vocative.

C. In English we have three cases:

1. Nominative — “Tom is tall.”

NOTES

2. Possessive — “Tom’s ball is red.”

3. Objective — “Tom threw his red ball.”

D. In New Testament Greek there are eight cases.

1. _____ —
2. _____ —
3. _____ —
4. _____ —
5. _____ —
6. _____ —
7. _____ —
8. _____ —

XIV. Cases as used in New Testament Greek.

A. **Nominative** — *the case of* _____.
It is the “_____” case. **Its main use is as the _____ of the sentence or clause.**

Inflectional Form	Case	Root Idea
<i>First</i>	<i>Nominative</i>	<i>Designation — (naming)</i>
	Vocative	Address
Second	Genitive	Definition
	Ablative	Separation
Third	Dative	Interest
	Locative	Position
	Instrumental	Means
Fourth	Accusative	Limitation

NOTES

Example — “The basketball bounced around the rim.”

Rom 3:21 “But now the **righteousness** of God without law is manifested, being witnessed by the law and prophets;”

(See Appendix A for example from Interlinear and AGNT)

B. **Vocative** — *the case of* _____

Inflectional Form	Case	Root Idea
<i>First</i>	Nominative	Designation – (naming)
	<i>Vocative</i>	<i>Address</i>
Second	Genitive	Definition
	Ablative	Separation
Third	Dative	Interest
	Locative	Position
	Instrumental	Means
Fourth	Accusative	Limitation

Example — “Sir, I see a monster.”

Acts 17:22 “Then Paul stood in the midst of Mars’ hill and said, **Ye men** of Athens, I perceive that in all things ye are too superstitious.”

(See Appendix A for example from Interlinear and AGNT)

NOTES

NOTES

C. **Genitive** — *the _____ or _____*. All genitives are more or less descriptive. In function it is similar to an adjective. It attributes quality to the word it modifies. At times it is used in the same way we use the English _____. Therefore, it is often called the “_____” case.

Inflectional Form	Case	Root Idea
First	Nominative	Designation – (naming)
	Vocative	Address
Second	Genitive	Definition – (of; possessive)
	Ablative	Separation
Third	Dative	Interest – (indirect object)
	Locative	Position – (location)
	Instrumental	Means
Fourth	Accusative	Limitation – (direct object)

Examples —

“The man’s house is white.”

“You are a child of God.”

Mark 1:4 “*John did baptize in the wilderness, and preach the baptism **of repentance** for the remission **of sins**.*”

(See Appendix A for example from Interlinear and AGNT)

NOTES

D. Ablative — *the case of _____.*
The root idea of the ablative (“the whence case”) is **separation** or _____. Its basic significance is **point of departure (“from”)**. It **uses the form of the _____ but has a different _____ function.**

Inflectional Form	Case	Root Idea
First	Nominative	Designation – (naming)
	Vocative	Address
Second	Genitive	Definition – (of; possessive)
	Ablative	Separation (“from”)
Third	Dative	Interest
	Locative	Position
	Instrumental	Means
Fourth	Accusative	Limitation

Example — “The housekeeper sent the children from the house to the barn.”

Eph 2:11-12 *“Wherefore remember, that ye being in time past Gentiles in the flesh, who are called Uncircumcision by that which is called the Circumcision in the flesh made by hands; (12) That at that time ye were without Christ, being aliens **from the commonwealth of Israel, and strangers from the covenants of promise, ...”** (ablatives of separation)*

(See Appendix A for example from Interlinear and AGNT)

NOTES

E. **Dative** — *The root idea of the dative case is _____, that is, it acc-*
cents one's personal advantage or disadvan-
tage. A primary use is that of an _____
_____. Many times it can be thought
of as the “_____” case.

Inflectional Form	Case	Root Idea
First	Nominative	Designation – (naming)
	Vocative	Address
Second	Genitive	Definition – (of; possessive)
	Ablative	Separation (“from”)
Third	Dative	Interest – (indirect object; “to”)
	Locative	Position
	Instrumental	Means
Fourth	Accusative	Limitation

Example — “Tom gave his ball to Jim.”

Matt 7:6 “Give not that which is holy unto the dogs, ...”

(See Appendix A for example from Interlinear and AGNT)

NOTES

F. **Locative** — *the case showing _____ or _____.* It uses the same form as the _____ but _____ will determine its use.

Inflectional Form	Case	Root Idea
First	Nominative	Designation – (naming)
	Vocative	Address
Second	Genitive	Definition – (of; possessive)
	Ablative	Separation (“from”)
Third	Dative	Interest – (indirect object)
	Locative	Position – (location)
	Instrumental	Means
Fourth	Accusative	Limitation

Example — “Music lessons are given in the house.”

Acts 13:1 “Now there were in the church that was **at Antioch** certain prophets and teachers; ...”

(See Appendix A for example from Interlinear and AGNT)

NOTES

G. Instrumental — *the case showing the _____ by which something is accomplished.* This is often expressed in English by the words “_____” and “_____.” **Same form as _____ only the _____ tells you it is instrumental,**

Inflectional Form	Case	Root Idea
First	Nominative	Designation – (naming)
	Vocative	Address
Second	Genitive	Definition – (of; possessive)
	Ablative	Separation (“from”)
Third	Dative	Interest – (indirect object)
	Locative	Position – (location)
	Instrumental	Means (“by”; “with”)
Fourth	Accusative	Limitation

Example — “This lesson is taught with words.”

Matt 8:16 *“When the evening was come, they brought unto him many that were possessed with devils: and he cast out the spirits **with his word**, ...”*

(See Appendix A for example from Interlinear and AGNT)

NOTES

H. **Accusative** — *the root of the accusative is _____ . It marks the _____ of an _____ . A primary use is that of being the _____ of a verb.*

Inflectional Form	Case	Root Idea
First	Nominative	Designation – (naming)
	Vocative	Address
Second	Genitive	Definition – (“of”; possessive)
	Ablative	Separation – (“from”)
Third	Dative	Interest – (indirect object)
	Locative	Position – (location)
	Instrumental	Means – (“by”; “with”)
Fourth	Accusative	Limitation – (direct object)

Example — “John plays football.”

John 8:32 “*And ye shall know **the truth** and the truth shall make you free.*”

(See Appendix A for example from Interlinear and AGNT)

XV. Practice Reading John 1:3,4.

XVI. Review

- A. In Greek **word order is of secondary importance to the way in which the word is formed.**
- B. Nouns and verbs are the two major building blocks in Koine Greek.
- C. **Nouns** generally **name** or **classify people, places, or things, concepts, etc.**
- D. Nouns are often called **substantives**.
- E. **Substantives** can also be other words which are **functioning as a noun.**

i.e., adjective, article, pronouns, infinitives, and participles.
- F. Nouns function in many ways such as: subject — direct object — indirect object — object of a preposition, etc.
- G. **Declension** has to do with the:
 - a. **Inflection of a noun** to **show** its **relation** to the rest of the **sentence**.

(Changes in form which show use)
 - b. **grouping** of formally **similar nouns**.
(1st, 2nd, 3rd declension)
- H. Koine Greek has **four** inflectional **forms** but **eight** different **cases**:

Nominative —

Dative —

Vocative —

Locative —

Genitive —

Instrumental —

NOTES

Greek 1

Lesson 5 Greek Prepositions

I. In this lesson we will study prepositions

For perspective, in Lesson One we learned there were three factors to accomplish in learning any language:

- A. The _____ of the language (_____). We have done this in learning the alphabet as well as in learning how to pronounce words.
- B. The _____ of the words (_____). This we learn in the application portion of the lessons and in vocabulary practice.
- C. How to put words together to _____ a rational thought (_____). This is also a part of the application portion of each lesson.

II. Words may have a _____ of different _____.

Specific meanings of words are called _____. A **denotation** is the _____, _____ **meaning of a word.**

For example, in English the word house has many denotations. Following are some of the meanings of this word if the noun form of house is being used.

- A. A building where human beings live.

NOTES

- B. The people who live in a house, considered as a unit.
- C. A family as including kin, ancestors, and descendants, especially royal or noble family; as, the House of David.
- D. A place that provides shelter, living space, etc.
- E. Any place where something is thought of as living, resting; as, a doghouse.
- F. A building or room where a legislative assembly or governing body meets.

III. The _____ meaning (denotations) of a word at times can only be determined by the _____.

Examples —

- A. If I were to invite you to my house for dinner, you would immediately understand how I was using the word. It would be because of the context of the conversation.
- B. If you knew that I was active in politics, and I told you I had just been elected to a national office which was the House of Representatives, you would immediately understand how I was using the word house because of the context.

NOTES

IV. The _____ principle holds true in Greek — the _____ meaning is determined by the _____.

One area in which this principle of an exact meaning being determined by context is with _____.

V. What are prepositions?

In English **prepositions** are _____ **words**. A preposition **relates a noun, pronoun, or phrase to some other part of the sentence.**

Examples —

A. “Payton is young in spirit.”

1. “Spirit” is related to the adjective “young.”
2. This relationship is communicated by the preposition in.

B. “I apologized to Ruth.”

1. “Ruth” is related to the verb “apologized.”
2. This relationship is communicated by the preposition to.

VI. The Greek preposition — has much _____ to the English usage.

Prepositions are used to **show** _____ **between two** _____, often special or time relationships.

NOTES

Examples —

- A. “The book is in the filing cabinet.” The preposition “in” expresses a certain relationship between the book and the filing cabinet.
- B. “The book is on the desk.” A different relationship is expressed by the preposition “on”.
- C. Note — Unlike English, in Greek some prepositions take more than one _____.
 1. Greek prepositions have _____ according to their case.
 2. It may be used to _____ one or several different _____ of meanings.

VII. Meanings of prepositions — three classifications

- A. _____ meanings — _____
each preposition had only one meaning.
Although no one knows for sure what that meaning was, authorities through extensive research, have suggested an original definition for each preposition which they define as the root of the meaning.
- B. _____ meanings — These came through years of usage as _____
meanings were given to the prepositions. Most of these additional meanings, although not all, were the same or related to the root meanings.
- C. _____ meanings — There is a _____, _____ ***use*** of prepositions whose meanings are termed remote for two reasons.
 1. The meanings are ***remote or distant from the*** _____.

2. These meanings are _____ used.

However, a knowledge of them is necessary in interpreting some difficult passages of Scriptures.

VIII. Prepositions can be divided into _____ classes.

A. _____ prepositions

B. _____ prepositions

IX. Proper prepositions.

A. Can _____ on their _____.

B. _____ with _____
to form compound words.

C. There are _____ of these prepositions.

One of these was _____ by the time of the New Testament Greek but it will be _____ in compound words. For practical purposes there are seventeen proper prepositions.

X. Improper prepositions.

1. Can _____ on their _____.

2. _____ with _____
to form compound words.

3. _____ improper prepositions.

XI. Our objective in this lesson.

A. _____ how the seventeen proper prepositions are _____ in the Bible in

NOTES

NOTES

_____ usage. We will study six of these in detail.

- B. See how these prepositions have _____ meanings when used different _____ and different cases and different _____.

XII. The seventeen proper prepositions

At times the final vowel of prepositions is _____ before a word that begins with a _____. This change, called an _____, is marked by an apostrophe, e.g., διὰ is changed to δι'.

A. _____

*Root meanings — up; **upwards***

*Resultant meanings — up along; over; **among** (in the midst of); throughout.*

Appears only five times in other compound usage.

Case: _____ case only

Examples — **Matt 13:25** “*But while men slept, his enemy came and sowed tares **among** (ἀνά = **in the midst of**) the wheat.*”

B. _____

Root meaning — face to face

*Resultant meanings — **in exchange for**; for; against; opposite to; in place of, etc.*

First century usage “ _____ ”

Case: _____ case only (separation)

Examples —

NOTES

1. _____

Heb 12:16 *“Lest there be any fornicator, or profane person, as Esau, who **for** (ἄντί = **in exchange for**) one morsel of meat sold his birthright.”*

(NIV) *“See that no one is sexually immoral, or is godless like Esau, who **for** (ἄντί = **in exchange for**) a single meal sold his inheritance rights as the oldest son.”*

(See Appendix A for example from Inter-linear and AGNT)

Analytical New Testament indicates ἄντί is a preposition in the genitive case. Remember — the Analytical Greek New Testament identifies by form. This word is in the second inflectional form. However, in eight case Koine Greek the way a word is used determines the case. Here we have an ablative case. ἄντί appears only in the **ablative** case.

2. “ _____ ”

Matt 17:27 (NIV) *“But so that we may not offend them, go to the lake and throw out your line. Take the first fish you catch; open its mouth and you will find a four-drachma coin. Take it and give it to them **for** (ἄντί = **in exchange for**) my tax and yours.”*

(See Appendix A for example from Inter-linear and AGNT)

3. _____ or _____

NOTES

In two atonement passages this preposition is used and means either:

- a. **in exchange for**, or
- b. **instead of**.

Either meaning implies _____.

Matt 20:28 (NIV) “*Just as the Son of Man did not come to be served, but to serve, and to give his life a ransom **for*** (ἄντὶ = **in exchange for, instead of**) *many.*”

(See Appendix A for example from Interlinear and AGNT)

(**Mark 10:45** states the same truth.)

C. _____

*Root meaning — off, **away from***

*Resultant meanings — **from, away from***

Case: _____ only

Comments —

1. This preposition is very common. It implies _____, and is, therefore, used only with the ablative case.
2. It makes clear the case idea of separation. In fact, Moulton states that _____ of the _____ of this word start from the _____ of separation.

Example —

Matt 5:29a “*And if thy right eye offend thee, pluck it out, and cast it **from*** (ἀπό =

NOTES

away from) *thee: ...*”

(See Appendix A for example from Inter-linear and AGNT)

D. _____, _____

Root meaning — out of, from within

*Resultant meanings — **out of, from within***

Case: _____ only

Example —

Acts 8:39 (NIV) “When they came up **out of** (ἐκ = **from within**) the water, the spirit of the Lord suddenly took Phillip away and the eunuch did not see him again, but went on his way rejoicing.”

(See Appendix A for example from Inter-linear and AGNT)

Comment —

1. The preposition ἀπό may include the idea expressed in ἐκ.
 - a. but its (ἀπό) usual significance is _____

 - b. while ἐκ has the idea _____
_____.
2. Comparison of ἀπό and ἐκ:

NOTES

a. ἀπό from the edge of

Examples —

Matt 3:16 “And Jesus, when he was baptized, went up straightway **out of** (ἀπό = **away from**) the water: ...”

(See Appendix A for example from Inter-linear and AGNT)

b. Mark provides much more detail — he uses ἐκ (**out of, from within**).

Mark 1:10 “And straightway coming up **out of** (ἐκ = **out, from within**) the water, he saw the heavens open, and the Spirit like a dove descending upon him.”

(See Appendix A for example from Inter-linear and AGNT)

Mark 1:10 (NIV) “As Jesus was coming up **out of** (ἐκ) the water, he saw heaven torn open and the Spirit descend on him like a dove.”

Expanded Translation of Mark 1:10:
(this translation will include some of the grammatical principles we have learned in earlier lessons.)

“As Jesus **was in the process coming**¹ (ἀναβαίνων) **from inside** the water **to the outside**² (ἐκ) of the water, **at that very instant he saw**³ (εἶδεν) heaven **being torn open**⁴ (σχιζομένους) and the Spirit **de-**

NOTES

scending⁵ (καταβαίνων) on Jesus as a dove.”

- (1) ἀναβαίνων — “was in the process of coming up” _____ . (Action at the same time as the action in the main verb “saw.”)
- (2) ἐκ — “from inside of the water to the outside”
- (3) εἶδεν — “he saw” (3rd Person Singular 2nd Aorist Indicative)
- (4) σχιζομένουσ — “being torn open”
- (5) καταβαίνων — “descending”

Both (4) and (5) are _____ participles. From an earlier lesson we learned that the action of a present tense participle happens at the _____ as the action of the _____ verb.

John saw three things all happening simultaneously:

- (1) Jesus coming up out of the water (present participle).
- (2) Heaven being torn open (present participle).
- (3) The Spirit descending (present participle).

E. _____

Root meaning — **two**

Resultant meanings —

NOTES

Case: with the _____ and _____ cases — **through**, by; with the _____ case — **because of**, for, for sake of, on account of.

Comments

1. $\delta\iota\acute{\alpha}$ is used occasionally to _____ (genitive case).
2. However, it does not approximate the full strength of $\upsilon\pi\acute{o}$.
3. Therefore, $\delta\iota\acute{\alpha}$ **expresses** _____ **agency**.

Examples —

- a. genitive — (*expresses intermediate agency*) _____

Matt 1:22 (NIV) “All this took place to fulfill what the Lord had said **through** ($\delta\iota\acute{\alpha}$ = **through the intermediate agent**) the prophet.”

(See Appendix A for example from Interlinear and AGNT)

John 1:3 (NIV) “**Through** him all things were made ...” ($\delta\iota\acute{\alpha}$ = **through the intermediate agent**)

(See Appendix A for example from Interlinear and AGNT)

- b. accusative — _____, _____

Matt 13:5 (NIV) “Some fell on rocky places, where it did not have much soil. It sprang up quickly **because** ($\delta\iota\acute{\alpha}$ = **on account of**) the soil was shallow.”

(See Appendix A for example from Interlinear and AGNT)

NOTES

F. _____

Root meanings — **within, in**

Resultant meanings — **into, unto, to, for**

Case: _____ only

Example —

Acts 3:8 “And he leaping up stood, and walked and entered with them **into** (εἰς) the temple, walking, and leaping, and praising God.”

G. _____

Root meaning — **within, inside, “withinness”**

Resultant meanings —

Case: _____ — **in, on, at, within, inside, among**

_____ — **with, by means of**

εἰς is by far the _____ used free standing preposition in the New Testament.

Examples —

1. locative — **in, at**

Eph 1:1 (NIV) “Paul, an apostle of Christ Jesus by the will of God, to the same **in** (εἰς) Ephesus, ...”

NOTES

(See Appendix A for example from Interlinear and AGNT)

2. instrumental — **with, by means of**

Matt 6:7 “*But when ye pray, use not vain repetitions, as the heathen do: for they think that they shall be heard for* (ἐν = **by means of**) *their much speaking.*”

(See Appendix A for example from Interlinear and AGNT)

H. _____

Root meaning — **upon** (it implies an actual state of “resting upon.”)

Resultant meanings —

Case: _____ — **upon, on, at, before** (emphasizing contact)

_____ — **upon, on, at, over** (emphasizing position)

_____ — **upon, on, to, up to** (emphasizing motion or direction)

Examples —

1. genitive — **upon** (emphasizing _____)

Acts 8:28 (NIV) “*and on his way home was sitting in* (ἐπί = **upon** emphasizing contact) *his chariot reading the book of Isaiah the prophet.*”

2. locative — **at** (emphasizing _____)

NOTES

Acts 5:9 “Then Peter said unto her, How is it that ye have agreed together to tempt the Spirit of the Lord? Behold, the feet of them which have buried thy husband are **at** (ἐπί = **at** emphasizing position) the door.

3. accusative — **upon, up to**
(emphasizing _____ or
_____)

Mark 16:2 “And very early in the morning of the first day of the week, they came **unto** (ἐπί = **up to** emphasizing direction) the sepulchre at the rising of the sun.”

Note how this emphasis on direction is translated in the NIV:

(NIV) “Very early on the first day of the week, just after sunrise, they were **on their way to** the tomb.”

I. κατά

Root meaning — **down**

Resultant meanings —

Case: _____ — **down from**

_____ — **down upon, against,**
throughout, by

_____ — **along, according to**

Examples —

1. ablative — **down from**

NOTES

Mark 5:13 (NIV) “He (Jesus) gave them permission, and the evil spirits came out and went into the pigs. The herd, about two thousand in number, rushed **down** (κατά = **down from**) the steep bank into the lake and were drowned.”

2. genitive — **down upon, against**

Matt 10:35 (NIV) “For I have come to turn a man **against** (κατά) his father, a daughter **against** (κατά) her mother, and a daughter-in-law **against** (κατά) her mother-in-law...” (Similar to our English phrase of “being down on” someone.)

3. accusative — **according to**

Luke 2:27 “And he came by the spirit into the temple: and when the parents brought in the child Jesus, to do for him **after** (κατά = **according to**) the custom of the law,”

J. _____

Root meaning — **in the midst of**

Resultant meanings —

Case: _____ — **with** (When used in composition it means “with a partner.”)

_____ — **after**

1. genitive — **with**

Matthew 13:20 “But he that received the seed into stony places, the same is he that heareth the word, and **with** (μετά = **in the midst of**) joy receiveth it;”

2. accusative — **after**

Mark 1:14 “Now **after** (*μετά*) that John was put in prison, Jesus came into Galilee, ...”

NOTES

NOTES

K. _____

Root meaning — *beside, alongside*

Resultant meanings —

Case: _____ — **from**

_____ — *by the side of, in the presence of*

_____ — *to the side of, beyond, along*

Examples —

1. ablative — **from**

John 17:7 “Now they have known that all things whatsoever thou hast given me are **of** ($\pi\alpha\rho\acute{\alpha}$ = **from**) thee.”

2. locative — **in the presence of**

John 4:40 “So when the Samaritans were come unto him, they besought him that he would tarry **with** ($\pi\alpha\rho\acute{\alpha}$ = **in the presence of**) them: and he abode there two days.”

3. accusative — **along**

Heb 11:12 “And so from this man, and he as good as dead, came descendants as numerous as the stars in the sky and as countless as the sand **of** ($\pi\alpha\rho\acute{\alpha}$ = **along**) the seashore.”

L. _____

Root meaning — **around**, on all sides

NOTES

Resultant meanings —

Case: _____ — *about, concerning*

_____ — *about, around*

Examples —

1. genitive — **concerning**

Matt 17:13 “Then the disciples understood that he spake unto them **of** (περί = **concerning**) John the Baptist.”

περί in the genitive case implies _____, as in the statement, “He was talking about Him.”

3. accusative — **around**

Acts 22:6 (NIV) “**About** (περί) noon as I came near Damascus, suddenly a bright light from heaven flashed **around** (περί) me.”

περί in the accusative implies _____ as indicated in this passage.

M. _____

Root meaning — **before**

Resultant meaning — **before**

Case: _____ only — **before**

Example —

NOTES

II Cor 12:2 (NIV) *"I know a man in Christ who fourteen years ago (πρό = before) was caught up to the third heaven. Whether it was in the body or out of the body I do not know — God knows."*

N. _____

Root meaning — near, **facing**

Resultant meanings —

Case: _____ — **at**

_____ — to, towards, beside,
with

With verbs of rest, it may mean
"_____." (John 1:1)

Examples —

1. locative — **at**

John 18:16 *"But Peter stood at (πρός) the door without..."*

2. accusative — **with**

Luke 24:14 (NIV) *They were talking with (πρός = face to face) each other about everything that had happened."*

O. _____

Root meaning — **together with**

Resultant meanings — **together with, with**

Case: _____ only — **together with,**
with

NOTES

Example —

Phil 1:1 “Paul and Timothy, the servants of Jesus Christ, to all the saints in Christ Jesus which are at Philippi, **with** (σὺν = **together with**) the bishops and deacons:”

P. _____

Root meaning — **over**

Resultant meanings —

Case: _____ — for, for the sake of,
on behalf of, instead of

_____ — over, **above**, beyond

“**superior to**” (metaphorical use)

Examples —

1. ablative — **on behalf of**

Titus 2:14 “Who gave himself **for** (ὑπέρ = **on behalf of**) us, that he might redeem us from all iniquity, ...”

2. accusative — **superior to**

Matt 10:24 “The disciple is not **above** (ὑπέρ = **superior to**) his master, nor the servant **above** (ὑπέρ = **superior to**) his Lord.”

Q. _____

Root meaning — **under**

NOTES

Resultant meanings —

Case: _____ — **under**

_____ — **by** (direct agency)

It is frequently used **with the** _____
_____ **to express the** _____
_____.

Examples —

1. accusative — **under**

Matt 5:15 “Neither do men light a candle, and put it **under** (ὑπό) a bush, but on a candlestick; and it giveth light ...”

(See Appendix A for example from Interlinear and AGNT)

2. ablative — **by** (expressing agency)

Matt 3:6 “And they were baptized **by** (ὑπό = he was **the direct agent** in baptizing them) *him in the Jordan River.*”

(See Appendix A for example from Interlinear and AGNT)

XIII. A _____ of two prepositions used to show agency.

1. _____:

A. διὰ occasionally is used to express agency.

B. However, it does not approximate the full strength of ὑπό.

NOTES

C. Therefore, διὰ expresses intermediate agency.

2. _____:

It (ὑΠÓ) is frequently used with the passive voice to express the direct agent.

3. Now we will review a passage where both διὰ and ὑΠÓ are used. These prepositions are used in the expanded translation which follows:

Matt 1:22 *“Now, all this was done, that it might be fulfilled which was spoken*

of (ὑΠÓ — “by” the direct agency of) the Lord

by (διὰ — “through” the intermediate agent) the prophet saying,”

(See Appendix A for example from Interlinear and AGNT)

(**Expanded Translation** — note the prepositions)

*“Now, all this has taken place in order that there might be fulfilled the statement spoken **directly by the Lord through the intermediate agency of Isaiah**, that is, the statement in which Isaiah says, (23) ‘The virgin will be with child...’ ”*

XIV. Diagram of Selected Prepositions (See Appendix B)

This chart can help you visualize the meaning in a geometric way of some of the Greek prepositions presented in this lesson. See Appendix A for ***Geometric Arrangement of the Greek Preposition.***

XV. Review

- A. **Denotation** is the direct explicit meaning of a word which at times can only be determined by context.
- B. **Prepositions** are connecting words which relate a noun, pronoun, or phrase to other parts of the sentence; they show relationships between two objects.
- C. Prepositions have three classifications of meanings.
1. **Root** meanings — original meanings.
 2. **Resultant** meanings — additional meanings acquired over time.
 3. **Remote** meanings — rare or special meanings.
- D. Prepositions are divided into two classes.
1. **Proper** prepositions.
 2. **Improper** prepositions.
- E. Greek prepositions have **different meanings according to** the **case** with which they are used.
- F. Of the 18 proper prepositions, we covered 17 of them in this workbook. Of these 17 the following 6 were given special attention:
1. ἀντί
 2. ἀπό
 3. ἐκ
 4. ἐν
 5. διά
 6. ὑπό

Greek 1
Lesson 6
The Greek Article

NOTES

I. The objective of this lesson is to learn about the _____.

In English we have two words designated by the term "article."

A. The _____ article — "**a**" or "**an**"

B. The _____ article — "**the**"

II. **Greek has only a _____ article (*the*).**

Even though a Greek word has a distinctiveness when standing alone, its use _____ or _____ the **article** plays an _____ role in interpretation of scripture.

The article _____ with the word it modifies in _____, _____, and _____.
We _____ recommend that you _____ the article. By memorizing the article in each case (singular and plural) you will quickly be able to determine the case of the word it modifies.

Additionally, knowledge of the forms of the article is also useful where the article is not used because the case _____ of many nouns, pronouns, and adjectives are **identical** with the definite article endings.

THE ARTICLE*

(By number, Gender, and Case)

SINGULAR

	Masc.	Fem.	Neut	
Nom.	ὁ	ἡ	τό	<i>the</i>
Gen.	τοῦ	τῆς	τοῦ	<i>of the</i>
Dat.	τῷ	τῇ	τῷ	<i>to the</i>
Acc.	τόν	τήν	τό	<i>the</i>

PLURAL

	Masc.	Fem.	Neut.	
Nom.	οἱ	αἱ	τά	<i>the</i>
Gen.	τῶν	τῶν	τῶν	<i>of the</i>
Dat.	τοῖς	ταῖς	τοῖς	<i>to the</i>
Acc.	τούς	τάς	τά	<i>the</i>

* This chart is technically known as the declension of the article.

The _____ or _____ of the article plays a very _____ role in the proper _____ of a biblical passage.

A. _____ of the article — _____.

When the article is present, attention is being called to the identity, individuality, and in some context even to the uniqueness and/or contrast of the word or idea with which the article is used.

Example — of _____ being emphasized.

Luke 18:13 “*And the publican, standing afar off, would not lift up so much as his eyes unto heaven, but smote upon his breast, saying, God be merciful to me a sinner.*”

(The Greek text reads, “*God be merciful to*

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me **the** sinner.”) By using the definite article the text tells us that the publican was thinking about a particular sinner, himself, when he prayed.

(See Appendix A for example from Interlinear and AGNT)

B. _____ of the article — _____ or **stresses the** _____ **aspects**.

Example — _____ aspect emphasized.

Rom 3:21 “*But now the righteousness of God without **the**¹ (no article in the Greek text) law is manifested, being witnessed by **the**² law and the prophets;*”

¹ No article in the Greek text. Should read “a law” or “a law-method.” Qualitative aspect is being stressed.

² The definite article is used in the text. Therefore the identity of a particular Law (the Law of Moses) is being emphasized.

An expanded technical translation:

Romans 3:21 “*But now quite independent of **any law-method**, a righteousness of God has been revealed. Both **the** Law (the one of Moses) and the prophets are agents continuously bearing witness to this fact.*”

(See Appendix A for example from Interlinear and AGNT)

III. The Origin of the Article

Originally the definite article was a _____ pronoun. Thus it has retained some of the characteristics of the demonstrative pronoun.

IV. What is a demonstrative pronoun?

A demonstrative pronoun _____ a _____ person or object, i.e., it points out a person or thing.

This “pointing out” calls _____ to the _____ object, whether in the physical vicinity of the speaker or the literary context of the writer.

_____ kinds of demonstrative pronouns:

A. _____ — points to something in close proximity.

1. Singular — “this”

2. Plural — “these”

B. _____ — points to something relatively distant in actuality or thought.

1. Singular — “that”

2. Plural — “those”

V. Basic function of the article

Its basic function is to _____ an object or to _____ to it. The Greek grammarians called the article □□□ □□□□□□, which comes from horizo, a word meaning “I mark off” or “I define.”

Although the article is not as _____ as the demonstrative pronoun and it does not _____ whether the object is near or distant (except in context), it is a Greek _____ which draws _____ attention to the word with which it is used. Therefore, its basic function is to identify or draw attention to a word or an idea. An impor-

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tant factor to always keep in mind is **the definite article** is _____ in Greek.

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VI. Some regular uses of the definite article in the Greek New Testament.

A. As a pointer — *to point out* _____ *objects — i.e., to* _____ *one object or person from another object or person.*

Example —

Matt 5:1 “*And seeing the multitudes, he went up into a* (In Greek New Testament — “**the**”) *mountain;...*”

Here the article points to the mountain, i.e., the one close at hand.

(See Appendix A for example from Interlinear and AGNT)

B. As a pointer — To _____ one _____ from another _____.

This is called the _____ use.

1. Here the class is considered as a single whole and is thus set apart from all other classes.
2. It individualizes a group rather than a single object, and points out that particular group by certain characteristics.
3. It is somewhat like a use of the article in general statements.
4. In English we do not use the article in this manner.

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Example —

Matt 18:17 *“And if he shall neglect to hear them, tell it unto the church; but if he neglects to hear the church, let him be unto thee as a (“the”) heathen man and a (“the”) publican.”*

(Here the article is used to set off the heathens and the publicans from other men as well as from each other.)

C. As a pointer — To _____ one
_____ from another _____.

This use is with _____.

What is an abstract noun? An **abstract noun** is a noun that **names an** _____ **or** _____. For example — hope, kindness, patience, truth, and grace.

1. Abstract nouns are usually _____ in their character and application, and therefore indefinite.
2. In Greek, when the writer wishes to apply the sense of an abstract noun in some _____ and _____ way, he will use the definite article.
3. English does not use the article this way unless the abstract qualities have been previously mentioned.

Example of the Greek usage:

By definition, the abstract noun “truth” means anything in general which presents a character of reality and genuineness.

However, in the New Testament when “truth” is used with the definite article it is being used in a special and distinct way. When used this way it means that which

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may be relied upon as really in accord with God's revelation in Christ.

Therefore, by using the article with "truth" attention is called to the fact that:

(a) the general sense of the abstract noun is restricted, and

(b) this noun is given a particular application which is the particular truth which is

_____.

John 8:32 *"And ye shall know **the** truth, and **the** truth shall make you free."*

(See Appendix A for example from Interlinear and AGNT)

Additional example - The noun "grace."

Eph 2:8 *"For by ("**the**") grace are ye saved through faith; ..."*

(See Appendix A for example from Interlinear and AGNT)

By using the article the writer is calling attention to a particular application in securing man's salvation. It is not grace as an abstract attitude, nor is it the grace which is seen with reference to the gracious attitude of God in general; but "the grace" of God which _____ through the atonement in providing human redemption.

In general use "grace" is a quality which could be used to characterize various objects; but here it is particularized as an attribute of God, exercised in a particular realm.

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Examples of Qualities from Qualities —

In the following example each attribute is looked at _____, therefore the article is used with each noun. By using the definite article in this manner, a definite list of obligations is presented.

Rom 13:7 *“Render therefore to all their dues; tribute to whom tribute is due; custom to whom custom; fear to whom fear; honour to whom honour.”*

The Greek New Testament reads, *“Deliver to all men **the** dues, to the one demanding **the** tax render **the** tax, to the one demanding **the** tribute render **the** tribute, to the one demanding **the** fear render **the** fear, to the one demanding **the** honour render **the** honour.”*

(See Appendix A for example from Interlinear and AGNT)

List of abstract nouns _____ the definite article. —

Now a complete change. Where **no article is used with a list of abstract nouns**, the attributes are being **presented as a**

_____.

Example — 1 Cor 12:8-10

(See Appendix A for example from Interlinear and AGNT)

In the passage, **1 Cor 12:8–10**, there are **no definite articles** appearing with the abstract nouns. Note two things:

- (1) By using this construction the author informs the readers that the _____ of the Holy spirit are being considered.

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(2) Therefore, the attributes are being viewed as **harmonious whole** rather than separately. Note there are no articles before the words appearing in bold.

D. As a pointer — To denote _____ _____.

Example —

John 4:10–11 “*Jesus answered and said unto her, If thou knewest the gift of God, and who it is that saith to thee, Give me to drink; thou wouldest have asked of him, and he would have given thee living water.*” (**No article used** — therefore the **qualitative aspect** of the “living water” is being emphasized.) (11) “*The woman said unto him, Sir, thou hast nothing to draw with, and the well is deep: from whence then has thou that (the) living (the) water?*”

Note — Here we have the definite article before both “living” and “water.” The articles are being used to point to the water Jesus had just described in verse 10.

An Expanded Translation:

Verse 11 could read: “... Sir, the well is deep, and you have no container with which to draw water; where are you going to get that living water that you have just mentioned?”

E. As a pointer — To _____ the subject in a _____ (linking verb) sentence.

What is a **linking verb**?

It is a verb that **shows the relation between** the _____ of a sentence and an _____ or a _____ which **follows the verb** and is **in the** _____ case. Some linking verbs are: **be, become, appear, seem**, etc.

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Example #1 — **The article is used only with the _____.** The noun in the predicate is describing the subject.

1 John 4:8 *“He that loveth not, knoweth not God; for **God is love.**”*

(See Appendix A for example from Interlinear and AGNT)

- (1) “God is love” is a complete sentence.
- (2) How do we know that God is the subject and love is a predicate nominative which describes the subject?
 - a) Because in Greek, **the _____ is used with the _____.**
 - b) The Greek reads: The God is love.

Example #2 — **When the article is used with both the _____ and the _____, the ideas are to be treated _____ and are _____.**

1 John 3:4 (Greek New Testament)
*“Everyone who commits sin also commits lawlessness; in fact, **the sin is the lawlessness.**”*

(See Appendix A for example from Interlinear and AGNT)

- (1) In this passage the article is used with both the subject “sin” and the predicate nominative “lawlessness” which describes the subject.
- (2) Therefore the passage could read either:
 - a) “Sin is lawlessness,” or,
 - b) “Lawlessness is sin.”

VII. A special use of the article — It has special use when connected with the conjunction “καὶ” (and).

If two nouns of the same case are connected by καὶ and the article is used only with the _____ noun, the _____ noun refers to the _____ or thing referred to in the first and is a _____ of same. (This is called **Granville Sharp’s Rule**.)

Examples —

2 Peter 2:20 “... of *the* Lord *and* Saviour Jesus Christ,...”

(See Appendix A for example from Interlinear and AGNT)

A. As a result of applying Granville Sharp’s Rule, this passage states that Jesus is both Lord and Saviour.

Ephesians 4:11 “And he gave some apostles; and some prophets; and some, evangelists; and some, (*the*) pastors *and* teachers.

(See Appendix A for example from Interlinear and AGNT)

B. This passage is a demonstration of where Granville Sharp’s rule can save much debate.

1. Here the office of pastor and teacher is referred to as one office.

2. Thus, from a biblical perspective, a further description of the role of a pastor is that of a teacher.

Note: There are exceptions to Sharp’s Rule when the nouns are proper names or in the plural number, although there are examples of plu-

ral nouns which are expressed exactly agreeable to this rule.

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VIII. The _____ of the article (Anarthrous use).

- A. There are times when the context proves a noun to be definite yet no article is used. This places stress upon the _____ **of the noun** rather than its mere identity.
- B. The _____ of the article or the _____ of the article with the word **Theos (God) is of great _____.**
1. **With the article _____ is being stressed.**
 2. **Without the article the qualitative aspect of _____ is being emphasized.** That is, the _____ of Deity are chiefly in view.

Example — **John 4:24a** “*God is a Spirit;...*”

In the Greek it is written: “**The** *God (is) spirit.*”

Note —

- (1) When the First Person of the Trinity is being designated, the word “God” appears with the article as here.
- (2) Here Jesus did not say that God was a Spirit.
 - a) Remember the linking verb
 - b) Here the noun following the linking verb is describing the subject “God.”

(3) Without the article the qualitative aspect is being emphasized, i.e., the attributes of God are chiefly in view.

(4) Therefore, Jesus said, “*God as to His nature is spirit.*” (incorporeal being.)

IX. Applying what we learned to date.

At this point we will look at the passage John 1:1-5 and do a detailed analysis of it.

In preparation for our expanded translation we will do a grammatical analysis of each word in the verse.

Ἐν

“In” — This is a **preposition**. The AGNT identifies this preposition as being in the dative case. Although it is dative in form, we know from the context that it is **locative** in usage. It means, “**on the inside.**” (Lesson 5 Section XII, preposition G.)

ἀρχῆ

“beginning” — This is a **noun**. The AGNT identifies this noun as being in the dative case. Although it is dative in form (third inflectional ending), we know from the context that it is **locative** in usage. Since there is **no article** we know the writer is telling us about the **qualitative aspect** of time. (Lesson 6 Section II, B.)

ἦν

“was” — This is a third person singular imperfect active indicative verb. An **imperfect** verb tells us kind of action and time of action. Here we have **continuous action in past time**. (Lesson 2 Section IX, B, 1, b.)

ὁ λόγος

“the Word” — Here we have **the definite article being used with the noun**, both in the **nominative** case. The nominative is the

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“naming” case; its main use is as the **subject of the sentence**. (Lesson 4 Section XIV, A.)

When the article is used with the noun, the **personhood** of the logos (Word) is being stressed. Note the definite article is of the same gender, number, and case as the word with which it is being used. (Lesson 6 Section II, A.)

καὶ

“and” — Here the **conjunction** is used to connect the two phrases.

ὁ λόγος

“the Word” — By using the **article** the author points to the **previous reference** and/or personhood of the (Word). (Lesson 6 Section VI, D.)

ἦν

“was” — Imperfect verb tense which tells us it is continuous action in past time.

πρὸς

“with” — **Preposition** showing relationship. As used in this context it means facing; “**face to face**.” (Lesson 5 Section XII, preposition N.)

τὸν θεόν

“the God” — Here we have the definite article and the word “God” in the **accusative** case. (Lesson 4 Section XIV, H.) In this context the use of the **article calls attention to the Personhood** of God, that is, to the First Person of the Trinity. (Lesson 6 Section VIII, John 4:24, note (1).)

καὶ

“and” — This **conjunction** can be translated a number of ways such as: and, indeed, or in fact. When it is being used for emphasis, **in fact** seems to be the best translation.

θεὸς

“God” — Here the word “God” is used **without** an **article**. Therefore, the **divine quality** is being **stressed**. (Lesson 6 Section VIII, B, 2.)

ἦν

“was” — The imperfect tense verb “was.”

ὁ λόγος

“the Word” — Here we have the **article** with the word λόγος. Note, both θεὸς (God) and λόγος (Word) are in the nominative case. How do we know which is the subject? The **one having the article is always the subject**. Remember, one use of the **article** is to **identify the subject in a copulative** (linking verb) **sentence**. (Lesson 6 Section VIII, E.)

By using our grammatical analysis we develop the expanded translation which follows. For clarity, we have chosen to use three simple sentences rather than one compound sentence.

Expanded Translation — John 1:1

Before time existed, there was already continuously in existence the Logos. And (this concept/person) the Logos was face to face with God (the Father). In fact, (this person) the Logos was God quality.

X. Review

- (1) Greek has only a **definite** article. (**the**)
- (2) The article agrees with the word it modifies in **gender, number, and case**.
- (3) **A Greek word has a distinctiveness all its own**, and therefore **does not require** the definite **article**. If one is used it is for some reason.
- (4) The **presence or absence of the article** plays a **very important** role in the proper interpretation of a biblical passage.
- (5) The **absence** of the article — **qualifies** or **stresses the qualitative** aspects.

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(6) The basic function of the article is **as a pointer** — to point out or draw attention.

(7) Some regular uses of the definite article:

- to **distinguish one person or thing** from another
- to **distinguish one class** from another class
- to **distinguish one quality** from another quality
- to **denote previous reference**
- to **identify the subject** in a copulative (linking verb) sentence.

(8) **Granville Sharp's Rule.**

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Greek 1

Appendix A Interlinear And AGNT Example Scriptures

Note: The example scriptures are given in the following format:

846	Strong's number
αὐτόν.	Greek Text
NPAMZS	Analytical Code (See Chart at end of Appendix A for breakdown.)
him.	Suggested English translation

Lesson 3: More Greek Tenses

1 Cor 15:51–52

2400	3466	5213	3004	3956	3756
ἴδου	μυστήριον	ὑμῖν	λέγω·	πάντες	οὐ
QS	N-AN-S	NPD-YP	VIPA--XS	AP-NM-P	AB
Behold	a mystery	to you	I speak:	all	not

2837	3956	236	1722		
<u>κοιμηθήσομεθα,</u>	πάντες	δὲ	<u>ἀλλαγήσομεθα,</u>	(52)	ἐν
VIFO--XP	AP-NM-P	CH	VIFP--XP		PD
shall fall asleep,	all	but	we shall be changed,		in

823	1722	4493	3788	1722	2078	4536	
ἀτόμῳ	ἐν	ρίπῃ	ὀφθαλμοῦ,	ἐν	τῇ ἐσχάτῃ	σάλπιγγι·	
AP-DN-S	PD	N-DF-S	N-GM-S	PD	DDFS	A--DF-S	N-DF-S
an instant	in	a glance	of an eye,	at	the	last	trumpet:

4537	1063	3498	1453	862	
<u>σαλπίσει</u>	<u>γάρ,</u>	καὶ οἱ νεκροὶ	<u>ἐγερθήσονται</u>	ἄφθαρτοι,	
VIFA--ZS	CS	CC DNMP	AP-NM-P	VIFP--ZP	A--NM-P
for a trumpet will sound	and the	dead	will be raised	incorruptible,	

2249	236	
καὶ ἡμεῖς	<u>ἀλλαγήσομεθα.</u>	
CC	NPN-XP	VIFP--XP
and	we	shall be changed.

Appendix A

Mark 15:9–10

	4091	611	846	3004
ὁ	δὲ Πιλάτος	ἀπεκρίθη	αὐτοῖς	λέγων·
DNMS	CH N-NM-S	VIAO--ZS	NPDMZP	VPPANM-S
-	But Pilate	answered	them	saying:

2309	630	5213	935	2453
θέλετε	ἀπολύσω	ὑμῖν τὸν βασιλέα	τῶν	Ζιουδαίων
VIPA--YP	VSAA--XS	NPD-YP DAMS	N-AM-S	DGMP AP-GM-P
do you prefer	I may release	to you the	king	of the Jews?

	1097	1063	3754	1223	535	3860
(10)	ἐγίνωσκεν	γὰρ	ὅτι	διὰ	φθόνον	<u>παραδεδώκεισαν</u>
	VIIA--ZS	CS	CH	PA	N-AM-S	VILA--ZP
	For he	knew	that	through	envy	had delivered

846		749
αὐτὸν οἱ ἀρχιερεῖς.		
NPAMZS DNMP N-NM-P		
him the		chief priests.

Rom 6:12

3361	3767	936		266	1722	2349	5216
μὴ οὖν βασιλευέτω	ἡ	ἀμαρτία	ἐν	τῷ	θνητῷ	ὑμῶν	
AB CH	VMPA--ZS	DNFS	N-NF-S	PD	DDNS A--DN-S	NPG-YP	
not Therefore	let reign	-	sin	in	the mortal	of you	

4983	1519	5219		1939	848
σώματι εἰς τὸ <u>ὑπακούειν</u>	ταῖς ἐπιθυμίαις	αὐτοῦ,			
N-DN-S PA DANS VNPAA	DDFP N-DF-P	NPGNZS			
body for the to obey	the desires	of it,			

Acts 1:8a

235	2983	1411	1904	40
ἀλλὰ <u>λήμψεθε</u>	δύναμιν	<u>ἐπελθόντος</u>	τοῦ	ἁγίου
CH	VIFD--YP	N-AF-S	VPAAGN-S	DGNS A--GN-S
but ye will receive	power	after coming upon	the	Holy

4151	1909	5209	
πνεύματος ἐφ' ὑμᾶς, ...			
N-GN-S PA NPA-YP			
Spirit upon you,			

Appendix A

1 Thess 4:8

5105		114	3756	444
τοιγαροῦν	ὁ	ἀθετῶν	οὐκ	ἄνθρωπον
CH	DNMS	VPPANM-S	AB	N-AM-S
So then	the (one)	rejecting	not	man

114	235		2316			1325	
ἀθετεῖ	ἀλλὰ	τὸν	θεὸν	τὸν	καὶ	διδόντα	τὸ
VIPA-ZS	CH	DAMS	N-AM-S	DAMS	AB	VPPAAM-S	DANS
rejects	but	-	God	the (one)	indeed	giving	the

4151	848		40	1519	2248
πνεῦμα	αὐτοῦ	τὸ	ἅγιον	εἰς	ὑμᾶς.
N-AN-S	NPGMZS	DANS	A--AN-S	PA	NPA-YP
Spirit	of him	-	Holy	to	you.

John 6:64

235	1526	1537	5216	5100		3756	4100
ἀλλΖ	εἰσιν	ἐξ	ὑμῶν	τινες	οἱ	οὐ	πιστεύουσιν.
CC	VIPA-ZP	PG	NPG-YP	APINM-P	APRNM-P	AB	VIPA-ZP
But	there are	out of	you	some	who	not	do believe

1492	1063	1537	746		2424	5101	1526	
ἤδει	γὰρ	ἐξ	ἀρχῆς	ὁ	Ζησοῦς	τίνες	εἰσιν	οἱ
VILA-ZS	CS	PG	N-GF-S	DNMS	N-NM-S	APTNM-P	VIPA-ZP	DNMP
knew	For	from (the)	beginning	-	Jesus	who	are (were)	the (ones)

3361	4100		5101	2076		3860
μὴ	πιστεύοντες	καὶ	τίς	ἐστίν	ὁ	παραδώσω
AB	VPPANM-P	CC	APTNM-S	VIPA-ZS	DNMS	VPFANM-S
not	believing	and	who	is (was)	the	(one) betraying

846
αὐτόν.
NPAMZS
him.

Appendix A

Lesson 4: Nouns and Cases

Rom 3:21

3570	5565	3551	1343	2316	
Νυνὶ	δὲ	χωρὶς	νόμου	<u>δικαιοσύνη</u>	θεοῦ
AB	CC/CH	PG	N-GM-S	N-NF-S	N-GM-S
now	But	apart from	law	a righteousness	of God

5319	3140	5259	3551			
πεφανέρωται,	μαρτυρουμένη	ὑπὸ	τοῦ	νόμου	καὶ	τῶν
VIRP--ZS	VPPPNF-S	PG	DGMS	N-GM-S	CC	DGMP
has been manifested,	being evidenced	by	the	law	and	the

4396
προφητῶν,
N-GM-P
prophets,

Acts 17:22

2476	3972	1722	3319	697		
Σταθεὶς δὲ	Παῦλος	ἐν	μέσω	τοῦ	Ἀρείου	πάγου
VPAPNM-S	CH	N-NM-S	PD	AP-DN-S	DGMS	A--GM-S N-GM-S
Standing	And	Paul	in the	midst of	the	Areopagus

5346	435	117	2596	3956	5613
ἔφη·	<u>ἄνδρες</u>	Ἀθηναῖοι,	κατὰ	πάντα	ὡς
VIAA--ZS	N-VM-P	A--VM-P	PA	AP-AN-P	AB
said:	Men	Athenians,	in	everything	how

1174	5209	2334
δεισιδαιμονεστέρους	ὑμᾶς	θεωρῶ.
A-MAM-P	NPA-YP	VIPA--XS
very religious	you	I observe.

Mark 1:4

1096	2491	907	1722	2048		
Ἐγένετο	Ζιωάννης	ὁ	βαπτίζων	ἐν	τῇ	ἐρήμῳ
VIAD--ZS	N-NM-S	DNMS	VPPANM-S	PD	DDFS	AP-DF-S
Came	John	the(one)	baptizing	in	the	wilderness

Appendix A

2784	908	3341	1519	859	266
Κηρύσσων	βάπτισμα	<u>μετανοίας</u>	εἰς	ἄφεσιν	<u>ἁμαρτιῶν.</u>
VPPANM-S	N-AN-S	N-GF-S	PA	N-AF-S	N-GF-P
Preaching	a baptism	of repentance	for	forgiveness	of sins.

Eph 2:11-12

1352	3421	3754	4218	5210	
Διὸ	μνημονεύετε	ὅτι	ποτὲ	ὑμεῖς	τὰ
CH	VMPPA--YP	CC	ABI	NPN-YP	DNMP
Wherefore	remember ye	that	when	ye	the

1484	1722	4561		3004	203
ἔθνη	ἐν	σαρκί,	οἱ	λεγόμενοι	ἄκροβυστία
N-NN-P	PD	N-DF-S	DNMP	VPPPNMYP	N-NF-S
Gentiles	in	(the) flesh	the (ones)	being called	uncircumcision

5259		3004	4061	1722	4561
ὑπὸ	τῆς	λεγομένης	περιτομῆς	ἐν	σαρκὶ
PG	DGFS	VPPPGF-S	N-GF-S	PD	N-DF-S
By	the (ones)	being called	circumcision	in	the (flesh)

5499		3754	2258	2540	1565
χειροποιήτου,	(12)	ὅτι	ἦτε	τῷ	καιρῷ
A--GF-S		CC	VIIA--YP	DDMS	N-DM-S
made by hand,		that	ye were	-	at time
					that

5565	5547	526		4174	
χωρὶς	Χριστοῦ,	ἀπηλλοτριωμένοι	<u>τῆς πολιτείας</u>		τοῦ
PG	N-GM-S	VPRPNMYP	DGFS	N-GF-S	DGMS
without	Christ,	having been alienated	from the commonwealth		-

2474		3581		1242	
Ἰσραηλ	καὶ;	ξένοι	τῶν	διαθηκῶν	τῆς
-	CC	AP-NM-P	DGFP	N-GF-P	DGFS
of Israel	and	strangers	from the	covenants	-

1860	1680	3361	2192		112	1722
ἐπαγγελίας,	ἐλπίδα	μὴ	ἔχοντες	καὶ	ἄθεοι	ἐν
N-GF-S	N-AF-S	AB	VPPANMYP	CC	A--NM-P	PD
of promise,	hope	not	having	and	without God	in

	2889
τῷ	κόσμῳ.
DDMS	N-DM-S
The	world.

Appendix A

Matt 7:6

3361	1325		40		2965	3366	906
Μὴ	δῶτε	τὸ	ἅγιον	τοῖς κυσίν,	μηδὲ	βάλητε	τοὺς
AB	VSAA--YP	DANS	AP-AN-S	DDMP N-DM-P	AB	VSAA--YP	DAMP
Not	Give	the	holy	to the dogs,	neither	cast	the ...

Acts 13:1

2258		1722	490	2596		5607
Ἦσαν	δὲ	ἐν	Ζαντιοχεία/	κατὰ	τὴν	οὐσαν
VIIA--ZP	CC	PD	N-DF-S	PA	DAFS	VPPAAF-S
there were	Now	in	Antioch	among	the	existing

1577	4396	1320	
ἐκκλησίαν	προφήται	καὶ διδάσκαλοι	...
assembly	prophets	and teachers	

Matt 8:16

3798		1096	4374	846
Ζοφίας	δὲ	γενομένης	προσήνεγκαν	αὐτῷ
A--GF-S	CC	VPADGF-S	VIAA--ZP	NPDMZS
Evening	And	coming	they brought	to him

1139	4183	1544	4151
δαιμονιζομένους	πολλούς·	καὶ	ἔξέβαλεν τὰ πνεύματα
VPPNAM-P	AP-AM-P	CC	VIAA--ZS DANP N-AN-P
being demon possessed	many;	and	he cast out the spirits

3056	
λόγῳ,	...
N-DM-S	
with his word,	

Appendix A

John 8:32

	1097		225		225	
καὶ	γνώσεσθε	<u>τὴν</u>	<u>ἀλήθειαν</u> ,	καὶ;	ἡ	ἀλήθεια
CC	VIFD--YP	DAFS	N-AF-S	CC	DNFS	N-NF-S
and	ye shall know	the	truth ,	and	the	truth
	1659	5209				
	ἐλευθερώσει	ὑμᾶς.				
	VIFA--ZS	NPA-YP				
	shall set free	you.				

Lesson 5: Greek Prepositions – Example Scriptures

B. ἀντί

Heb 12:16

3361	5100	4205	2228	952	5613	2269	3739	473
Μή	τις	πόρνος	ἢ	βέβηλος	ὡς	ΖΗΣαῦ,	ὃς	<u>ἀντι</u> ;
CS	A-INM-S	N-NM-S	CC	AP-NM-S	CS	N-NM-S	APRNM-S	PG
Lest	any	fornicator	or	profane man	as	Esau,	who	in place of
	1035	3391	591		4415		848	
	βρώσεως	μιᾶς	ἔπέδοτο	τὰ	πρωτοτόκια		ἑαυτοῦ.	
	N-GF-S	A-CGF-S	VIAM--ZS	DANP	N-AN-P		NPGMZS	
	Eating	one	gave up	the	birthright		of himself.	

Matt 17:27

	2443		3361		4624		846		4198		1519
	ἵνα		δὲ μὴ		σκανδαλίσωμεν		αὐτούς,		πορευθεὶς		εἰς
	CS		CH AB		VSA--XP		NPAMZP		VRAONMYS		PA
	in order that		but not		we may offend		them		going		to
	2281	906	44		305		4413		2486		
	θάλασσαν	βάλε	ἄγκιστρον	καὶ	τὸν ἀναβάντα	πρῶτον	ἰχθὺν				
	N-AF-S	VMAA--YS	N-AN-S	CC	DAMS	VPAAAM-S	A-OAM-S	N-AM-S			
	(the) sea	cast	a hook	and	the	coming up	first	fish			

Appendix A

142	455	4750	848	2147	4715
ἄρον, καὶ ἀνοίξας τὸ στόμα αὐτοῦ εὐρήσεις τατήρα·					
VMAA--YS	CC	VPAANMYS	DANS	N-AN-S	NPGMZS
VIFA--YS	N-AM-S				
take,	and	opening	the	mouth	of it
					you will find
					a coin;

1565	2983	1325	846	473	1700	4675
ἐκείνον λαβὼν δὸς αὐτοῖς ἀντι ; ἐμοῦ καὶ σοῦ.						
APDAM-S	VRAANMYS	VMAA--YS	NPDMZP	PG	NPG-XS	CC
NPG-YS						
that	taking	give	them	for	me	and
						you.

Matt 20:28

5618	5207	444	3756	2064
ὥσπερ ὁ υἱὸς τοῦ ἀνθρώπου οὐκ ἦλθεν				
CS	DNMS	N-NM-S	DGMS	N-GM-S
AB	VIAA--ZS			
Even as	the	Son	-	of man
				not
				came

1247	235	1247	1325
διακονηθῆναι, ἀλλὰ διακονῆσαι καὶ δοῦναι τὴν			
VNAP	CH	VNAA	CC
VNAA	DAFS		
to be served	but	to serve	and
			to give
			the

5590	848	3083	473	4183
ψυχὴν αὐτοῦ λύτρον ἀντι ; πολλῶν.				
N-AF-S	NPGMZS	N-AN-S	PG	AP-GM-P
life	of him	a ransom	instead of	many.

C. ἀπό

Matt 5:29a

1487	3788	4675	1188	4624
εἰ δὲ ὁ ὀφθαλμὸς σου ὁ δεξιὸς σκανδαλίζει				
CS	CC	DNMS	N-NM-S	NPG-YS
DNMS	A--NM-S			VIPA--ZS
if	So	the	eye	of you
				the
				right
				causes
				to stumble

4571	1807	846	906	575	4675
σε, ἔζελε αὐτὸν καὶ βάλε ἀπο ; σοῦ...					
NPA-YS	VMAA--YS	NPAMZS	CC	VMAA--YS	PG
NPG-YS					
you,	pluck out	it	and	cast	from
					you; ...

Appendix A

D. ἐκ, ἐξ

Acts 8:39

3753	305	1537	5204	
ὅτε	δὲ	ἀνέβησαν	ἐκ	τοῦ ὕδατος,...
CS	CC	VIAA--ZP	PG	DGNS N-GN-S
when	But	they came up	out of	the water

Matt 3:16

907		2424	2117	305	5259
βαπτισθεὶς	δὲ	ὁ	Ζησοῦς	εὐθὺς	ἀνέβη ἀπο ;
VPANM-S	CC	DNMS	N-NM-S	AP-NM-S	VIAA--ZS PG
having been baptized	And	the	Jesus	immediately	went up from

Mark 1:10

	2112	305		5204	1492
καὶ	εὐθὺς	ἀναβαίνων	ἐκ	τοῦ ὕδατος	εἶδεν
CC	AP-NM-S	VPPANM-S	PG	DGNS N-GN-S	VIAA--ZS
And	immediately	going up	out of	the water	he saw

4977		3772		4151	5616	4058
σχιζομένους	τοὺς	οὐρανοὺς	καὶ	τὸ	πνεῦμα	ὡς περιστερὰν
VPPPAM-P	DAMP	N-AM-P	CC	DANS	N-AN-S	CS N-AF-S
parting asunder	the	heavens	and	the	Spirit	as a dove

2597	1519	846
καταβαῖνον	εἰς	αὐτόν·
VPPAAN-S	PA	NPAMZS
coming down	to	him:

E. διά

Matt 1:22

5124		3650	1096	2443	4137	
Τοῦτο	δὲ	ὅλον	γέγονεν	ἵνα	πληρωθῇ	τὸ
APDNN-S	CH	A--NN-S	VIRA--ZS	CH	VSAP--ZS	DNNS
this	Now	all	has occurred	in order that	might be fulfilled	that

Appendix A

4483	5259	3962	1223	4396	3004
ῥηθὲν	ὑπὸ κυρίου	δια;	τοῦ	προφήτου	λέγοντος,
VPAPNN-S	PG	N-GM-S	PG	DGMS	N-GM-S
was spoken	by	(the) Lord	through	the	prophet
					saying;

John 1:3

3956	1223	846	1096
πάντα	δι Z	αυτοῦ	ἐγένετο,
AP-NN-P	PG	NPGMZS	VIAD--ZS
All things	through	him	became,

Matt 13:5

243	4098	1909	4075	3699	3756	2192
ἄλλα δὲ	ἔπεσεν	ἐπὶ τὰ	πετρώδη	ὅπου	οὐκ	εἶχεν
AP-NN-P	CC	VIAA--ZS	PA	DANP	AP-AN-P	ABR
others	And	fell	on	the	rocky places	where
						not
						it had

1093	4183	2112	1816	1223	3361	
γῆν	πολλήν,	καὶ	εὐθέως	ἐξανέτειλεν	δια;	τὸ μὴ
N-AF-S	A--AF-S	CC	AB	VIAA--ZS	PA	DANS
earth	much,	and	immediately	it sprang up	on account of	the
						not

2192	899	1093
ἔχειν	βάθος	γῆς·
VNPAA	N-AN-S	N-GF-S
to have	depth	of earth;

G. ἐν

Eph 1:1

3972	652	5547	2424	1223	2307
Παῦλος	ἀπόστολος	Χριστοῦ	Ζησοῦ	διὰ	θελήματος
N-NM-S	N-NM-S	N-GM-S	N-GM-S	PG	N-GN-S
Paul	an apostle	of Christ	Jesus	through	will

2316	40	5607	1722	2181	4103			
θεοῦ	τοῖς	ἁγίοις	τοῖς	οὔσιν	ἐν	Ζεφέσῳ	καὶ	πιστοῖς
N-GM-S	DDMP	AP-DM-P	DDMP	VPPADMYM	PD	N-DF-S	CC	A--DM-P
of God	to the	saints	the ones	being	in	Ephesus	and	faithful

Appendix A

1722 5547
 ἐν Χριστῷ
 PD N-GM-S
 In Christ ...

Matt 6:7

4336 3361 945 5618
 Προσευχόμενοι δὲ μὴ βαπταλογήσητε ὡςπερ οἱ
 VPPNNMYP CC AB VSAA--YP CS DNMP
 praying But do not babble as the

1482 1380 1063 3754 1733 4180
 ἔθνηκοί, δοκοῦσιν γὰρ ὅτι ἐν τῇ πολυλογίᾳ
 AP-NM-P VIPA--ZP CS CC PD DDFS N-DF-S
 gentiles; they think for that in the much speaking

848 1522
 αὐτῶν εἰσακουσθήσονται.
 NPGMZP VIFP--ZP
 of them they will be heard.

Q. ὑπό

Matt 5:15

3761 2545 3088 5087 846 5259
 οὐδὲ καίουσιν λύχνον, καὶ τιθέασιν αὐτὸν ὑπο;
 CC VIPA--ZP N-AM-S CC VIPA--ZP NPAMZS PA
 Nor do they light a lamp and place it under

3426 235 1909 3087 2989 3956
 τὸν μόδιον, ἀλλ' ἐπὶ τὴν λυχνίαν, καὶ λάμπει πᾶσιν
 DAMS N-AM-S CH PA DAFS N-AF-S CC VIPA--ZS A-DM-P
 the bushel, but on the lampstand, and it gives light to all

1722 3614
 τοῖς ἐν τῇ οἰκίᾳ.
 DDMP PD DDFS N-DF-S
 the ones in the house.

Appendix A

Matt 3:6

καὶ	907	ἐβαπτίζοντο	1722	ἐν τῷ	2446	Ζορδάνη	ποταμῷ	5259	<u>ὑπὸ</u>
CC		VHP--ZP		PD DDMS		N-DM-S	N-DM-S		PG
and		were baptized		in the		Jordan	river		by
846		αὐτοῦ	1843	ἐξομολογούμενοι	266	τὰς	ἁμαρτίας	848	αὐτῶν.
NPGMZS			VPPMNM-P			DAFP	N-AF-P		NPGMZP
him			confessing			the	sins		of them.

XIII. A comparison of two prepositions used to show agency.

Matt 1:22

5124		3650	1096	2443	4137		
Τοῦτο	δὲ	ὅλον	γέγονεν	ἵνα	πληρωθῆ	τὸ	
APDNN-S	CH	A--NN-S	VIRA--ZS	CH	VSAP--ZS	DNNS	
this	Now	all	has occurred	in order that	might be fulfilled	that	
4483	5259	3962	1223	4396	3004		
ῥηθὲν	ὑπὸ	κυρίου	<u>δια</u> ;	τοῦ	προφήτου	λέγοντος,	
VPA NN-S	PG	N-GM-S	PG	DGMS	N-GM-S	VPPAGM-S	
was spoken	by	(the) Lord	through	the	prophet	saying;	

Lesson 6: The Greek Article

Luke 18:13

ὁ	δε	τελώνης	μακρόθεν	ἑστὼς	οὐκ	ἠθελεν
the	But	tax-collector	far off	standing	not	would

οὐδε	τούς	ὀφθαλμούς	ἐπάραι	εἰς	τὸν	οὐρανόν,	ἀλλ
not even	the (his)	eyes	to lift	up to	-	heaven,	but

Appendix A

ἔτυπεν το στήθος αὐτου λέγων· ὁ θεός,
striking the breast of him saying: - God,

ἰλάσθητι μοι τω ἁμαρτωλῷ
be gracious to me **the** sinner.

Rom 3:21

νυνὶ δε χωρὶς νόμου δικαιοσύνη θεοῦ
now But without law a righteousness of God

πεφανερώται, μαρτυρουμένη ὑπο τοῦ νόμου και τῶν
has been revealed, being witnessed by **the** law and the

προφητῶν,
prophets,

Matt 5:1

Ἴδὼν δε τοὺς ὄχλους ἀνέβη εἰς το ὄρος και
seeing And the crowds he went up into the mountain; and

καθίσαντος αὐτου προσῆλθαν αὐτω οι μαθηται;
having sat down him approached to him the disciple

αὐτου·
of him;

John 8:32

και γνώσεσθε τὴν ἀλήθειαν, και η ἀλήθεια
And ye will know **the** truth, and **the** truth

ἐλευθερώσει ὑμᾶς.
will free you.

Appendix A

Eph 2:8

τη γὰρ χάριτι ἐστε σεσωσμένοι δια πίστεως·
the For by grace ye are having been saved through faith;

καὶ τοῦτο οὐκ ἐξ ὑμῶν, θεου τὸ δῶρον·
And this not out of you, of God (is) the gift;

Rom 13:7

ἀπόδοτε πᾶσιν τὰς οφειλάς, τῷ τὸν φόρον
deliver to all **the** dues, to the (one) **the** tax

τὸν φόρον, τῷ τὸ τέλος τὸ τέλος, τῷ τὸν
the tax, to the (one) **the** tribute **the** tribute to the (one) **the**

φόβον τὸν φόβον, τῷ τῆν τιμὴν τῆν τιμὴν.
fear **the** fear, to the (one) **the** honour **the** honour.

1 Cor 12:8–10

ᾧ μὲν γὰρ διὰ τοῦ πνεύματος δίδεται λόγος
to one For through the Spirit is given a word

σοφίας, ἄλλῳ δὲ λόγος γνώσεως κατὰ τὸ αὐτὸ
of wisdom, to another and a word **of knowledge** according the same

πνεῦμα, (9) ἐτέρῳ πίστις ἐν τῷ αὐτῷ πνεύματι, ἄλλῳ δὲ
Spirit, to another **faith** by the same Spirit, to another and

χαρίσματα ἰαμάτων ἐν τῷ ἐνὶ πνεύματι, (10) ἄλλῳ δὲ
gifts **of cures** by the one Spirit, to another and

ἐνεργήματα δυνάμεων, ἄλλῳ δὲ προφητεία, ἄλλῳ δὲ
operations **of powers**, to another and **prophecy**, to another and

Appendix A

διακρίσεις πνευμάτων, ἑτέρω γένη γλωσσῶν, ἄλλω δὲ
discernings **of spirits**, to another kinds **of tongues**, to another and

ἑρμηνεία γλωσσῶν·
interpretation **of tongues**:

1 John 4:8

ὁ μὴ ἀγαπῶν οὐκ ἔγνω τὸν θεόν, ὅτι
The (one) not loving not knew - God, because

ὁ θεὸς ἀγάπη ἐστίν.
(the) God love is.

1 John 3:4

πᾶς ὁ ποιῶν τὴν ἁμαρτίαν καὶ τὴν
Everyone that practices - sin also -

ἀνομίαν ποιεῖ, καὶ ἡ ἁμαρτία ἐστὶν ἡ ἀνομία.
lawlessness does, and (the) sin is (the) lawlessness.

2 Peter 2:20

... τοῦ κυρίου καὶ σωτήρος **Ζησοῦ** **Χριστοῦ**, ...
DGMS **N-GM-S** **CC** **N-GM-S** **N-GM-S** **N-GM-S**
the **Lord** **and** **Saviour** **Jesus** **Christ, ...**

Eph 4:11

καὶ αὐτὸς ἔδωκεν τοὺς μὲν ἀποστόλους, τοὺς δὲ
And he gave some apostles, the and

Appendix A

προφήτας, τοὺς δὲ εὐαγγελιστάς, τοὺς δὲ ποιμένας
prophets, the and evangelists, **the** and pastors

καὶ διδασκάλους,
and teachers,

Code to the Analytical Greek New Testament – Abbreviations and Symbols

Category	(Subcategory)	Case	Gender	Person	Number		
N noun	P pronoun	N nominative G genitive D dative A accusative V vocative	M masculine F feminine N neuter	X first person Y second person Z third person	S singular P plural		
Category	Mood/Mode	Tense	Voice	Case	Gender	Person	Number
V verb	I indicative S subjunctive O optative M imperative N infinitive P participle R participle (imperative sense)	P present I imperfect F future A aorist R perfect L pluperfect	A active M middle P passive E either middle or passive D middle deponent O passive deponent N middle or passive deponent	N nominative G genitive D dative A accusative V vocative	M masculine F feminine N neuter	X first person Y second person Z third person	S singular P plural
Category	(Subcategory)	(Type)	Case	Gender	Person	Number	
A adjective	P pronominal B adverb	C cardinal O ordinal R relative I indefinite T interrogative D demonstrative M comparative S superlative	N nominative G genitive D dative A accusative V vocative	M masculine F feminine N neuter	X first person Y second person	S singular P plural	
Category	Case	Gender	Number				
D determiner (definite article)	N nominative G genitive D dative A accusative V vocative	M masculine F feminine N neuter	S singular P plural				
P preposition	Case G genitive D dative A accusative						
C conjunction	(type) S subordinating C coordinating H superordinating (hyperordinating)						
Q particle	(type) S Sentential T interrogative V verbal						

This chart is taken from Analytical Greek New Testament, Baker Book House, 1981.

Appendix A

Recognizing Verb Tenses

Although it is easy to identify a verb tense by looking it up in an analytical lexicon or text, there are a few basic clues which identify a great number of the PRESENT, IMPERFECT, AORIST, PERFECT, and FUTURE tenses by simple observation.

In our lessons you will recall that we stated that a simple Greek verb had a verb stem and an ending. In addition, various prefixes (letters added to the beginning) and suffixes (letters added to the end) are added to the stem before the personal or subject ending to show the tense. The following chart is a helpful way to identify the tense of many active indicative Greek verbs:

PRESENT			(verb stem)		+ (ending)
IMPERFECT		€ +	(verb stem)		+ (ending)
AORIST*		€ +	(verb stem)	+ σ	+ (ending)
	or	€ +	(new verb stem)		
PERFECT	(duplicate of initial consonant)** +	€ +	(verb stem)	+ κ	+ (ending)
FUTURE			(verb stem)	+ σ	+ (ending)

* The AORIST tense can be formed in two ways, by the addition of a prefix and a suffix (called the 1st aorist) and by a prefix and a modification of the stem (called the 2nd aorist). These are not different tenses but alternate ways of forming the aorist tense.

** In the PERFECT tense, if the verb stem begins with a consonant, that consonant is repeated before the €.

NOTE: If a verb begins with a preposition, it is a compound verb. The prefix or consonant doubling will begin after the prepositional part of the verb.

Appendix A

Table A. The Alphabet

GREEK							PHOENICIAN		
	Modern Printed	Early Xn Uncial	Codex Vati-canus	7th-4th Cents. B.C.	Oldest East Greek	Late	Early		
Alpha	A α	Α	Α	Α	Α	Α	Α	Aleph	
Beta	B β β̄	Β	Β	Β	Β	Β	Β	Beth	
Gamma	Γ γ	Γ	Γ	Γ < ^	Γ	Γ	Γ	Gimel	
Delta	Δ δ	Δ	Δ	Δ	Δ	Δ	Δ	Daled	
Epsilon	E ε ε̄	Ε	Ε	Ε	Ε	Ε	Ε	Hê	
[Digamma]	Ϝ			Ϝ				Waw	
Zeta	Z ζ ζ̄	Ζ	Ζ	Ζ	Ζ	Ζ	Ζ	Zayin	
Eta	H η	Η	Η	Η	Η	Η	Η	Ĥeth	
Theta	Θ θ θ̄	Θ	Θ	Θ ⊗	Θ	Θ	Θ	Ṭeth	
Iota	I ι	Ι	Ι	Ι	Ι	Ι	Ι	Yod	
Kappa	K κ κ̄	Κ	Κ	Κ	Κ	Κ	Κ	Kaf	
Lambda	Λ λ	Λ	Λ	Λ	Λ	Λ	Λ	Lamed	
Mu	M μ	Μ	Μ	Μ	Μ	Μ	Μ	Mem	
Nu	N ν	Ν	Ν	Ν	Ν	Ν	Ν	Nun	
Xi	Ξ ξ	Ξ	Ξ	Ξ	Ξ	Ξ	Ξ	Samek	
Omicron	O ο	Ο	Ο	Ο	Ο	Ο	Ο	ʿAyin	
Pi	Π π π̄	Π	Π	Π	Π	Π	Π	Pê	
[Sam]				M	M	M	M	Ṣaddê	
[Qoppa]	Ϟ			Ϟ	Ϟ	Ϟ	Ϟ	Qof	
Rho	P ρ	Ρ	Ρ	Ρ	Ρ	Ρ	Ρ	Resh	
Sigma	Σ σ σ̄	Σ	Σ	Σ	Σ	Σ	Σ	S(h)in	
Tau	T τ	Τ	Τ	Τ	Τ	Τ	Τ	Tau	
Upsilon	Υ υ	Υ	Υ	Υ	Υ	Υ	Υ		
Phi	Φ φ φ̄	Φ	Φ	Φ	Φ	Φ	Φ		
Chi	Χ χ	Χ	Χ	Χ	Χ	Χ	Χ		
Psi	Ψ ψ ψ̄	Ψ	Ψ	Ψ	Ψ	Ψ	Ψ		
Omega	Ω ω	Ω	Ω	Ω	Ω	Ω	Ω		

Until the official change in 403/2 B.C. there were several local (epichoric) alphabets. There has been some combining of these to make this table. In West Greek, Xi and Chi were represented by the letters Chi and Psi in Eastern orthography, respectively. Greek was originally written, like Phoenician, from right to left, and the letters faced in the opposite direction.

C-1

The following 4 pages are taken from Handbook of New Testament Greek, Volume 2, by William Sanford

Appendix A

CODEX SINAITICUS (Acts 1:1-5)

Reproduced full size with the bottom eleven lines cut off. Compare this with Codex Vaticanus. Note the use of abbreviations, division of words, spelling of certain words, etc.

The passage is transcribed in modern type on the facing page, and then written with spaces between words, hyphens to show word-division, writing out of abbreviations, and capitalization of proper names.

Note the complete absence of accents and punctuation. The sign " is used occasionally in Codex Sinaiticus where we would expect rough breathing, but this is not consistent.

Codex Sinaiticus (X) and Codex Vaticanus (B) are fourth-century uncials, and among the earliest extant manuscripts of the New Testament. (See Lesson 58.)

ΓΟΝ ΜΕΝ ΠΡΩΤΟ
ΛΟΓΟΝ ΕΠΟΉ ΗΣΑ
ΜΗΝ ΠΕΡΙ ΠΑΝΤΩ
ΩΘΕΟΦΙΛΕΩΝ ΗΡ
ΣΑΤΟΥΟΙΣ ΠΟΙΕΙΝ
ΚΑΙ ΔΙΔΑΣΚΙΝ ΑΧΡΗ
ΗΣ ΗΜΕΡΑΣ ΕΝ ΠΛΑ
ΜΕΝΟΣ ΤΟΙΣ ΑΠΟ
ΣΤΟΛΟΙΣ ΔΙΑ ΤΗΣ
ΑΠΙΟΥΟΥΣΕΣ ΕΛΕΞΑ
ΤΟ ΑΝ ΕΛΗΜΦΘΗ
ΟΙΣ ΚΑΙ ΠΑΡΕΣΤΗ
ΣΕΝ ΕΑΥΤΟΝ ΖΩΗ
ΤΑ ΜΕΤΑ ΤΟ ΠΙΔΘΕΙ
ΑΥΤΟΝ ΕΝ ΤΙΟΛΚΕΙ
ΤΕΚΜΗΡΙΟΙΣ ΔΗ
ΜΕΡΩΝ ΤΕΣΣΕΡΑ
ΚΟΝ ΤΑ ΟΠΠΑΝ Ο
ΜΕΝΟΣ ΑΥΤΟΙΣ Κ
ΛΕΓΩΝ ΤΑ ΠΕΡΙ
ΤΗΣ ΒΑΣΙΛΕΙΑΣ Τ
ΘΥ
ΚΑΙ ΣΥΝΑΛΙΖΟΜΕ
ΝΟΣ ΤΑΡΗ ΠΤΕΙΛ
ΑΥΤΟΙΣ ΑΙΤΟΤΕΡΟ
ΣΟΛΥΜΩΝ ΜΗΧ
ΡΙΖΕΣ ΘΑΛΛΑΔΕ
ΡΙ ΜΕΝΙΝ ΤΗΝ Ε
ΠΑΡΤΕΛΙΑΝ ΤΟΥ Η
ΤΡΟΣΗΝΗΚΟΥ Α
ΤΕΜΟΥΟΤΙ ΤΩ ΔΑ
ΝΗΣ ΜΕΝ ΕΒΑΠΤΙ
ΣΕΝ ΥΔΑΤΙ ΥΜΕΙΣ
ΔΕ ΕΝ ΠΙΝΙ ΒΑΠΤΙ
ΣΘΗΣΕΘΑ ΙΑ ΤΩ
ΟΥΜΕΤΑ ΠΟΛΛΑΣ
ΤΑΥΤΑΣ ΗΜΕΡΑΣ

Figure 2. Codex Sinaiticus

Taken from Handbook of New Testament Greek, Volume 2, by William Sanford LaSore.

Appendix A

CODEX SINAITICUS (Acts 1:1-5)

ΤΟΝ ΜΕΝ ΠΡΩΤΟ
ΛΟΓΟΝ ΕΠΟΙΗΣΑ
ΜΗΝ ΠΕΡΙ ΠΑΝΤΩ
Ω ΘΕΟΦΙΛΕ ΩΝ ΗΡ-
ΞΑΤΟ Ο ΙΗΣΟΥΣ ΠΟΙΕΙΝ ΤΕ
ΚΑΙ ΔΙΔΑΣΚΙΝ ΑΧΡΙ
ΗΣ ΗΜΕΡΑΣ ΕΝΤΙΛΑ-
ΜΕΝΟΣ ΤΟΙΣ ΑΠΟ-
ΣΤΟΛΟΙΣ ΔΙΑ ΠΝΕΥΜΑΤΟΣ
ΑΓΙΟΥ ΟΥΣ ΕΞΕΛΕΞΑ-
ΤΟ ΑΝΕΛΗΜΦΘΗ
ΟΙΣ ΚΑΙ ΠΑΡΕΣΤΗ-
ΣΕΝ ΕΑΥΤΟΝ ΖΩΝ-
ΤΑ ΜΕΤΑ ΤΟ ΠΑΘΕΙΝ
ΑΥΤΟΝ ΕΝ ΠΟΛΛΟΙΣ
ΤΕΚΜΗΡΙΟΙΣ ΔΙΗ-
ΜΕΡΩΝ ΤΕΣΣΕΡΑ
ΚΟΝΤΑ ΟΠΤΑΝΟ-
ΜΕΝΟΣ ΑΥΤΟΙΣ Κ
ΛΕΓΩΝ ΤΑ ΠΕΡΙ
ΤΗΣ ΒΑΣΙΛΕΙΑΣ ΤΟΥ
ΘΥ
ΚΑΙ ΣΥΝΑΛΙΖΟΜΕ-
ΝΟΣ ΠΑΡΗΓΓΕΙΛΕ
ΑΥΤΟΙΣ ΑΠΟ ΙΕΡΟ-
ΣΟΛΥΜΩΝ ΜΗ ΧΩ-
ΡΙΖΕΣΘΑΙ ΑΛΛΑ ΠΕ-
ΡΙΜΕΝΙΝ ΤΗΝ Ε-
ΠΑΓΓΕΛΙΑΝ ΤΟΥ ΠΑ-
ΤΡΟΣ ΗΝ ΗΚΟΥΣΑ-
ΤΕ ΜΟΥ ΟΤΙ ΙΩΑΝ-
ΝΗΣ ΜΕΝ ΕΒΑΠΤΙ-
ΣΕΝ ΟΔΑΤΙ ΟΙΣ
ΔΕ ΕΝ ΠΝΕΥΜΑΤΙ ΒΑΠΤΙ-
ΣΘΗΣΕΣΘΑΙ ΑΓΙΩ
ΟΥ ΜΕΤΑ ΠΟΛΛΑΣ
ΤΑΥΤΑΣ ΗΜΕΡΑΣ

- 1 τον μεν πρωτον
λογον εποιησα-
μην περι παντων
ω θεοφιλε ων ηρ-
ξατο ο ιησους ποιειν τε
- 2 και διδασκιν αχρι
ης ημερας εντιλα-
μενος τοις απο-
στολοις δια πνευματος
αγιου ους εξελεξα-
το ανελημφθη
- 3 οις και παρεστη-
σεν εαυτον ζων-
τα μετα το παθειν
αυτον εν πολλοις
τεκμηριοις δι' η-
μερων τεσσερα-
κοντα οπτανο-
μενος αυτοις και
λεγων τα περι
της βασιλειας του
θεου
- 4 και συναλιζομε-
νος παρηγγειλεν
αυτοις απο ιερο-
σολυμων μη χω-
ριζεσθαι αλλα πε-
ριμενιν την ε-
παγγελιαν του πα-
τρος ην ηκουσα-
- 5 τε μου οτι ιωαν-
νης μεν εβαπτι-
σεν οδατι υμεις
δε εν πνευματι βαπτι-
σθησεσθαι αγιω
ου μετα πολλας
ταυτας ημερας

Appendix A

CODEX VATICANUS (Acts 1:1-5)

Reproduced full size, the bottom 16 lines of the column have been cut off. This passage is transcribed in modern type and then rewritten with editorial changes on the opposite page. Study it carefully.

Α̅ ΤΟΝ ΜΕΝ ΠΡΩΤΟΝ ΛΟΓΟΝ
ΕΠΟΙΗΣΑ ΜΗΝ ΠΕΡΙ ΠΑΝΤΩ̅
ΩΘΕΟΦΙΛΕΩΝ ΗΡΞΑΤΟ
Ι̅Σ ΠΟΙΕΙΝ ΤΕ ΚΑΙ ΔΙΔΑΣΚΕ̅Ι
ΑΧΡΙ ΗΣ ΗΜΕΡΑΣ ΕΝΤΕΙΛΑ
ΜΕΝ ΟΣΤΟΙΣ ΑΠΟΣΤΟΛΟΙΣ
ΔΙΑ ΠΝΕΥΜΑΤΟΣ ΑΓΙΟΥ ΟΥΣ
ΕΞΕΛΕΞΑΤΟ ΑΝΕΛΗΜΦΘΗ̅
ΟΙΣ ΚΑΙ ΠΑΡΕΣΤΗΣΕΝ ΕΝ
ΤΟΝ ΖΩΝΤΑ ΜΕΤΑ ΤΟ ΠΑ
ΘΕΙΝ ΑΥΤΟΝ ΕΝ ΠΟΛΛΟΙΣ
ΤΕΚΜΗΡΙΟΙΣ ΔΙΗΜΕΡΩΝ
ΤΕΣΣΕ̅ΡΑ ΚΟΝΤΑ ΟΠΤΑΝ̅
ΜΕΝ ΟΣ ΑΥΤΟΙΣ ΚΑΙ ΛΕΓΩ̅
ΤΑ ΠΕΡΙ ΤΗΣ ΒΑΣΙΛΕΙΑΣ ΤΟΥ̅
ΚΑΙ ΣΥΝΑΛΙΖΟΜΕΝΟΣ ΠΑ
ΡΗΓΓΕΙΛΕΝ ΑΥΤΟΙΣ ΑΠΟ
Ι̅ΕΡΟΣΟΛΥΜΩΝ ΜΗ ΧΩΡΙ
ΖΕΣΘΑΙ ΑΛΛΑ ΠΕΡΙΜΕΝΕ̅Ι
ΤΗΝ ΕΠΑΓΓΕΛΙΑΝ ΤΟΥ
ΠΑΤΡΟΣ ΗΝ ΗΚΟΥΣΑΤΕ. Ι̅
ΟΤΙ Ι̅ΩΑΝΗΣ ΜΕΝΕΒΑΠΤΙ
ΣΕΝ Ὑ̅ΔΑΤΙ Ὑ̅ΜΕΙΣ ΔΕ ΕΝ
ΠΝΕΥΜΑΤΙ ΒΑΠΤΙΣΘΗΣΕ̅
ΣΘΕ ΑΓΙΩ ΟΥ ΜΕΤΑ ΠΟΛΛΑ
ΤΑΥΤΑΣ ΗΜΕΡΑΣ ΟΙ ΜΕΝ

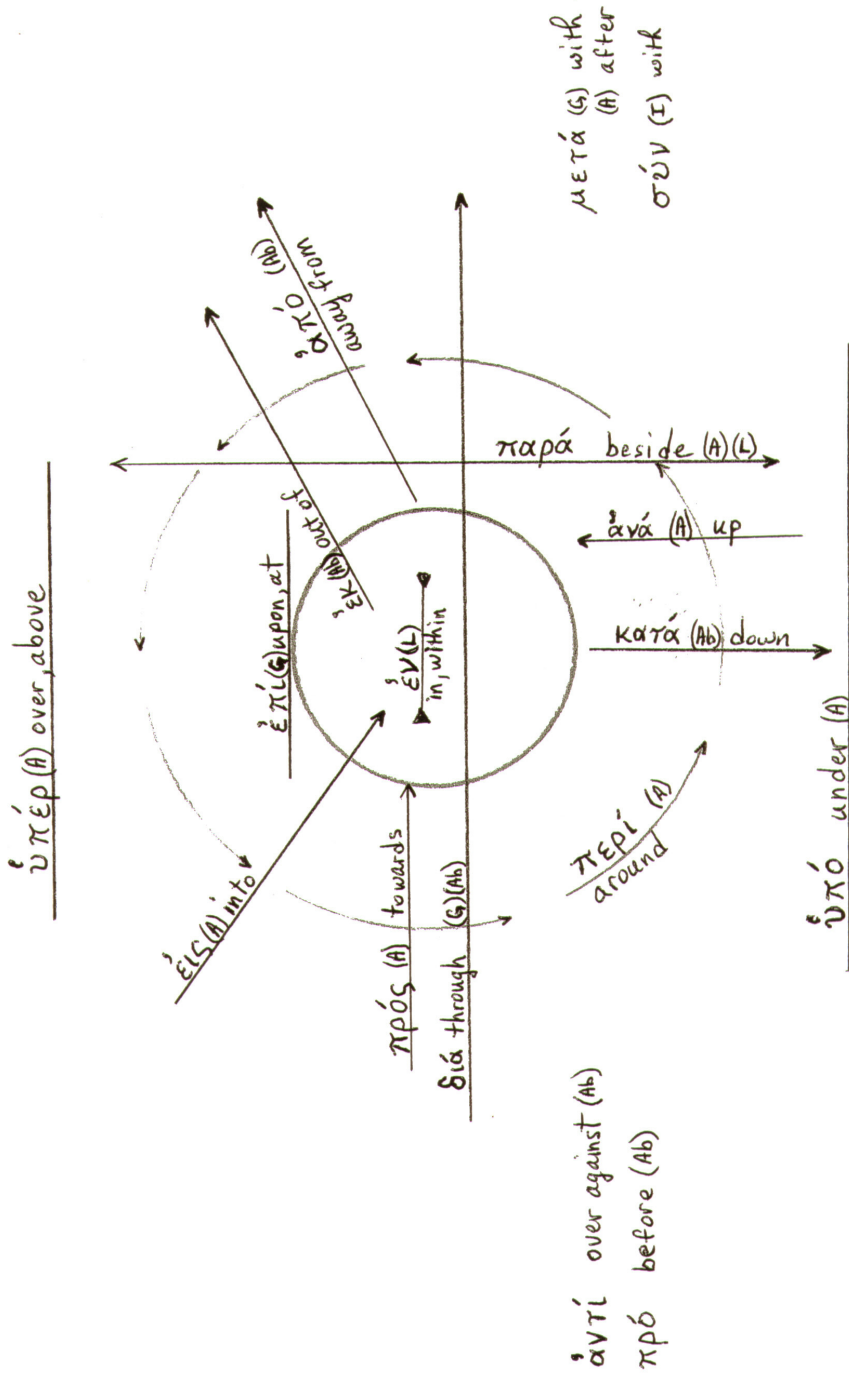
Figure 3. Codex Vaticanus

C-4

Taken from Handbook of New Testament Greek, Volume 2, by William Sanford LaSore.

Appendix A

APPENDIX B: GEOMETRIC ARRANGEMENT OF THE GREEK PREPOSITION



Appendix A

Required Materials for Greek I

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.

Recommended Materials

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.

Appendix B

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 feature: each word is tagged with a grammatical code so you see important information at a glance.

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.

Complete Word Study of New Testament

By: Spiros Zodhiates

Vendor: AMG Publishers

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

Appendix C

Greek I Reading Passage — John 1:1-5

John 1:1

(1) (2) (3) (4) (5) (6)
ΖΕν ἀρχῆ ἦν ὁ λόγος, καὶ
In (the) beginning was the Word, and

(7) (8) (9) (10) (11) (12)
ὁ λόγος ἦν πρὸς τὸν θεόν,
the Word was with the God,

(13) (14) (15) (16) (17)
καὶ θεὸς ἦν ὁ λόγος.
and God was the Word.

John 1:2–3

(18) (19) (20) (21) (22) (23)
οὗτος ἦν ἐν ἀρχῆ πρὸς τὸν
This one was in (the) beginning with the

(24) (25) (26) (27) (28) (29)
θεόν. 3. πάντα διὰ αὐτοῦ ἐγένετο, καὶ
God All things through him became, and

(30) (31) (32) (33) (36)
χωρὶς αὐτοῦ ἐγένετο οὐδὲ ἓν
without him became not one thing

(37) (38)
ὃ γέγονεν.
which has become.

Appendix C

John 1:4

(37) (38) (39) (40) (41) (42)
ἐν αὐτῷ ζωὴ ἦν, καὶ ἡ
In him life was and the

(43) (44) (45) (46) (47) (48)
ζωὴ ἦν τὸ φῶς τῶν ἀνθρώπων·
life was the light the of men;

John 1:5

(49) (50) (51) (52) (53) (54) (55)
καὶ τὸ φῶς ἐν τῇ σκοτίᾳ φαίνει,
And the light in the darkness shines,

(56) (57) (58) (59) (60) (61)
καὶ ἡ σκοτία αὐτὸ οὐ κατέλαβεν.
and the darkness it not overtook.

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 ἠγάπησεν.

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 ἀγαπάω. 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 ἀγαπάω 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, ἀγαπάω denotes *to take pleasure in the thing, prize it above other things, be unwilling to abandon it or do without it*.

ἀγαπάω 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 ἠγάπησεν.

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

οὕτως γὰρ ἠγάπησεν ὁ θεὸς τὸν κόσμον,
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 ἠγάπησεν (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).

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.

Appendix D

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

Appendix E

Mnemonics for alphabetic order

(From *Greek 101* @ <http://www.ibiblio.org/koine/greek/lessons/alphabet.html>)

Did you ever dream of working as a file clerk in ancient Greece? No? Well, did you ever dream of being able to look up words in a Greek dictionary? In either case, you are going to have to learn the order of the Greek alphabet. I've made up a mnemonic which may be helpful for some people:

α β γ δ ε	All Bigots Get Diarrhea Eventually
ζ η θ ι κ	Zorro Ate THE Ice Kap(pa)
λ μ ν ξ ο	Let's Munch Nuts EXcessively, Okay?
π ρ σ τ	Pigs Really Stink Terribly
υ φ χ ψ ω	Under Five CHairs, PSychiatrists Wink

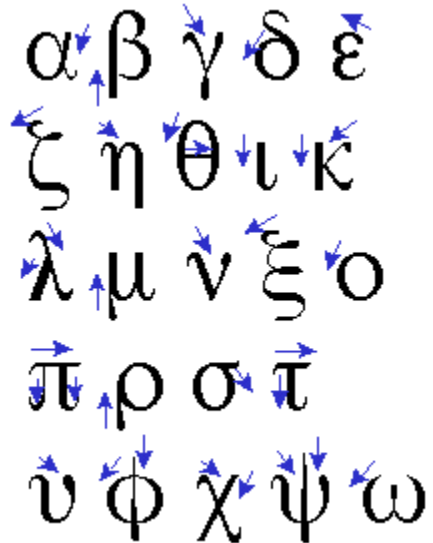
If you use this mnemonic, remember that "Chairs" is not really the way to pronounce ϰ, which sounds like "ch" in "Bach". Some people prefer to learn the order based on differences from the order of the English alphabet:

α β γ δ ε	Same as English, except for the gamma
ζ η θ ι	ζηθι means "live!" in Greek.
κ λ μ ν ξ ο	Same as English, except for xi.
π ρ σ τ υ	Same as English, but no "q"
φ χ ψ ω	Memorize these, or use the mnemonic from the above table.

How to write Greek letters:

The arrows show you where to start when you write Greek letters. Always remember to write the accents and breathing marks, as well as the iota subscripts!

Appendix E



Other pronunciation schemes

To be fair, we should mention that there are several different ways to pronounce Greek. We are teaching the Erasmian pronunciation for now. At some point in the future, we may add pages to teach some of the other pronunciations. Here are the main ways that Greek is pronounced:

- **Erasmian pronunciation.** This is the pronunciation used here, and is probably based on the pronunciation used by a Renaissance scholar named Erasmus, who was the main force behind the first printed copies of the Greek New Testament. The Erasmian pronunciation is probably different from the way Greek was pronounced at the time of the New Testament, but it is widespread among scholars, and it has the advantage that every letter is pronounced, which makes it easy to grasp the spelling of words.
- **Modern Greek pronunciation.** This is the way Greek is pronounced today in Greece. Some people prefer to teach this pronunciation for New Testament Greek as well. I initially learned the modern Greek pronunciation, but had difficulty learning to spell words, so I switched to the Erasmian. Modern Greek pronunciation is probably more similar to New Testament Greek pronunciation than Erasmian is, but not identical.
- **Reconstructed New Testament Greek pronunciation.** There are some scholarly books which attempt to reconstruct the original pronunciation of New Testament Greek, and they have reached the point that there seems to be fairly widespread agreement on the original pronunciation. As far as I know, nobody ever teaches this pronunciation. Incidentally, since there was a large variety of Greek dialects, there was no single way to pronounce Greek even in the New Testament era.
- **Fraternity, Physics, and Calculus pronunciation.** This is the way your physics teacher spoke Greek, and he learned this pronunciation in his fraternity. Next time you hear a physics teacher pronounce Greek, laugh and look superior.

Appendix E

Greek Alphabet Handwriting Practice Sheet

A α

B β

Γ γ

Δ δ

E ε

Z ζ

H η

Θ θ

I ι

K κ

Λ λ

M μ

N ν

Ξ ξ

O ο

Appendix E

Greek Alphabet Handwriting Practice Sheet

Π π

Ρ ρ

Σ σ, ς

Τ τ

Υ υ

Φ φ

Χ χ

Ψ ψ

Ω ω

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