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PREFACE

An Encouragement to the Student

Choosing to study New Testament Greek is an exciting and life changing journey! As you begin studying New Testament Greek, your understanding of the New Testament will grow in vividness and your passion to study His Word will grow exponentially! New Testament Greek will unfold the finer nuances of the Bible that will cause your mind to ponder its intricacies with a sense of awe and reverence. It is a worthy goal to become a wise exegete of God's Holy Word. As you pursue your studies of New Testament Greek and work through this workbook, keep the following two encouragements in mind and allow them to energize and motivate you during this exciting journey!

Study New Testament Greek for the purpose of communing more intelligently and intimately with your Creator! Upon the outset, purpose in your heart that you will not allow self-glorifying reasons to be your motivation for studying New Testament Greek. Consider the ability to dissect and discern the finer nuances of God's Holy Word through the careful utilization of New Testament Greek a privileged opportunity. Allow your training to translate into praise for the One who has given you the mind and the opportunity to study His precious Word. As you study, regularly ask yourself, "How can this grammatical, syntactical, or exegetical point translate not only on paper but into my daily walk as a servant of Jesus Christ?" Consciously look for ways that the study of New Testament Greek can positively affect the administration of your church, ministry, and home life. Allow what you learn in your study of New Testament Greek to also infuse your prayer life. Allow the truths of God that you extract in your study to cultivate an accuracy of doctrine and a sincerity of heart in your prayer life. With this perspective, you will grow in intimacy with your Creator and Savior!

Study New Testament Greek with this proven principle in mind - "No one is lazy and profound!" This mindset has motivated many students – including the authors of this workbook – to study diligently in order to receive rich blessings from God's Word. Studying New Testament Greek can be challenging at times. Undoubtedly, there will be seasons in your study that will cause you to contemplate giving up. You will have days to where you will allow words of discouragement from others to resound more profoundly than what they should. You will be tempted to rehearse the all-too-familiar words: "Well, I didn't study Greek and I'm an OK preacher!" "All you have to do is use certain resources and you can know just as much as studying Greek!" "When you preach, you shouldn't use Greek anyway!" Admittedly, you do not need to know Greek in order to understand the essential truths of the Word of God, but Greek allows you to understand the finer, more vivid nuances captured in His Word. It is this vividness that causes the hearers to be captivated with the teachings of the Word of God. It is this ability that allows the listener to *experience* the text that produces a contagious passion to study God's Word. Such ability takes time, energy, and endurance. Commit today to remain diligent in your study - even when the journey seems laborious. There is no doubt that God will honor your diligence in your study of New Testament Greek.

Helpful Tips for the Instructor

*This workbook includes over 1150 sentences (Greek to English/English to Greek), including about 225 participle sentences, and every form of every word in the sentences can be found within Greek writings in the New Testament era, from the Septuagint through the end of Revelation. Great care has been taken in forming each sentence. We attempted to capture as many grammatical constructions and considerations that a beginning Greek student may face in their study of New Testament Greek. In doing so, we have included more sentences than what may be possible to cover in class. We purposely provided an exorbitant amount of sentences so that the student could use this workbook for review *outside* of class as well as inside the classroom. There are enough sentences for the student to have for a “fresh” review during various holiday breaks without having to rehearse previously translated sentences. Regarding sentences containing participles: Most of the participial constructions are second attributive, substantival, or adverbial (temporal) constructions for easy and introductory learning of participles.*

*This workbook includes over 700 Drilling Exercises in order to reinforce the basic, foundational principles of Greek verbs, nouns, adjectives, prepositions, definite articles, active/middle/passive verbs, 3rd declension nouns, demonstrative pronouns, adjectives, adverbs, conjunctions, and participles. The drilling exercises in this work book include matching, true/false, fill-in-the-blank, short answer, transliterations, and exercises unique to the study of New Testament Greek. The purpose of these drilling exercises is not to present every possible objective question that could possibly be asked of a beginning Greek student. The purpose of these drilling exercises is to reinforce the basic, foundational principles of explained in *Learn to Read New Testament Greek by David Alan Black*. Therefore, after reinforcing the basic, foundational principles explained in *Learn to Read New Testament Greek*, this workbook focuses the attention of the student solely on sentence translation. The wording of these exercises parallel Black’s book.*

*Each chapter includes the grammatical elements of previous chapters while emphasizing on the specific grammatical element(s) as identified in the specific chapter title. The sentences are unique to the authors but are categorized in concert with David Alan Black’s (2009) *Learn to Read New Testament Greek* (3rd edition). The chapter titles of this workbook are taken from Black’s textbook. The chapter numbers of this workbook parallel Black’s textbook. Regardless of the Greek grammar textbook a beginning Greek student consults, every beginning Greek student can benefit from the utilization of this workbook.*

These sentences are “unpredictable.” They were constructed in a thoughtful manner so that the student could not produce the final translation based on their familiarity with a certain Bible verse or even a predictable pattern of speech. Every sentence meets proper grammatical rules, but these sentences will cause Greek students to have to “fly by their instruments!” Just as a pilot has to trust his/her instruments upon loosing visual clarity, the student will likewise be forced to follow rules of grammar when the sentences may not make too much “common sense.” In addition, these sentences are simply for grammatical exercises. The sentences are not meant to make any particular theological statements or support any specific theological position.

This workbook does not contain an answer key to the sentences. This unique decision to omit the answer key from publication is profitable for the student for two major reasons. First, informal surveying of past Greek students has shown that at least a third of Greek students admitted to having a “serious” temptation to look at the “back of the book” in order to complete their translation homework (in one instance, over half of a class!). Removing the answer key is an obvious deterrent to this specific temptation. In addition to this particular reason that sparked the contemplation to remove the answers from the workbook, we quickly recognized an additional benefit in removing the answer key from the workbook. In doing so, we are encouraging the student to confer with other students for help. This will cause two (or more) Greek students to discuss the problem at hand, grapple with it together, and produce a translation through teamwork. We see this as positive reinforcement that uniquely *solidifies* what the student learns in the classroom. In addition, we would encourage instructors to reserve the first few minutes in class to ask the students if they need clarity on a specific sentence. If you are an instructor, and would like to have an answer key for your own reference, please contact the authors through Broadman and Holman at blank-blank@b&h.com to receive a complimentary answer key.

Consider taking your exam sentences directly from this workbook. If the student knows that you will possibly take your exam sentences directly from this workbook, he/she will be encouraged to translate the *entire* chapter. This should be encouraged! Even though it is possible for the student to have already translated the exam sentences, in doing so, they have translated over 100-300 additional sentences! If comprehension is the desired goal, taking exam sentences from this workbook could actually be a creative way to cultivate comprehension! If you are not comfortable with this, consider offering extra credit on an exam if a student translates a certain number of sentences from the workbook that were not assigned in class. For example, you could offer one percentage point extra credit for every five sentences translated.

On the first day of class, encourage the students to read the “Encouragement to the Student” at the beginning of the Preface. This will help the spiritual tone for why they should be studying New Testament Greek and will assist in reinforcing your own, special encouragements that you present to them on the first day of class.

Constructive comments and reviews are always helpful and welcome. We welcome your comments regarding how to make this workbook a more effective tool for Greek students and instructors. If you have any constructive comments, we invite you to forward them to the authors through Broadman and Holman at blank-blank@b&h.com*

Chapter 1

THE LETTER AND SOUNDS OF GREEK

MATCHING:

Match each term with the most appropriate option.

- | | |
|------------------------------|--|
| ___ 1. phoneme | A. two vowel phonemes joined to form a single syllable |
| ___ 2. morpheme | B. when a preposition's final vowel is replaced with an apostrophe before a word beginning with a vowel (e.g. $\delta\iota\acute{\alpha}=\delta\iota'$) |
| ___ 3. diphthong | C. "rho"- makes "r" sound |
| ___ 4. rough breathing mark | D. the five Greek letters that are transliterated as two combined sounds (e.g. y is "ps") |
| ___ 5. smooth breathing mark | E. examples: -ed, -ly, -ing |
| ___ 6. elision | F. final sigma |
| ___ 7. double consonant | G. the sounds assigned to each corresponding letter of the Greek alphabet |
| ___ 8. ν | H. ' (acute accent) |
| ___ 9. ρ | I. "nu" –makes "n" sound |
| ___ 10. acute accent | J. ` (grave accent) |
| ___ 11. θ, ϕ | K. ^ (circumflex accent) |
| ___ 12. α, υ | L. ' (rough breathing mark) |
| ___ 13. grave accent | M. These two letters are aspirated consonants. |
| ___ 14. circumflex accent | N. ^ (circumflex accent) |
| ___ 15. ς | O. If put together in the correct way, it is possible for these two letters to form a diphthong. |

MULTIPLE CHOICE:

Choose the best answer.

- ___ 1. Identify the Greek “theta.”
A. λ B. φ C. θ D. ψ
- ___ 2. Identify the Greek “phi.”
A. χ B. ρ C. φ D. γ
- ___ 3. Identify the Greek “eta.”
A. α B. ε C. η D. ι
- ___ 4. The Greek alphabet contains _____ vowels.
A. 5 B. 6 C. 7 D. 8
- ___ 5. Which of the following letters is considered a short vowel?
A. η B. ε C. ω D. υ
- ___ 6. Three of these vowels may either function as a long or short vowel. Which one does not belong?
A. α B. ι C. υ D. ο
- ___ 7. Which of the following is not a diphthong?
A. ει B. αυ C. ια D. ευ
- ___ 8. Which of the following is not an “improper” diphthong?
A. ε B. α C. η D. ω
- ___ 9. The “s” sound in Greek is considered a(n):
A. aspirate B. nasal C. sibilant D. bilabial
- ___ 10. The “h” sound in Greek is considered a(n):
A. aspirate B. nasal C. sibilant D. bilabial

TRUE/FALSE:

Indicate whether the statement is true or false.

- ___ 1. Like English, Greek sentences always begin with a capital letter.
- ___ 2. A vowel with an iota-subscript underneath is referred to as an improper diphthong.
- ___ 3. In an improper diphthong, the iota-subscript is never pronounced.
- ___ 4. The breathing mark is always placed over the first vowel in a diphthong.
- ___ 5. Simply changing the accent over a Greek word could possibly change the meaning of that word.

SHORT ANSWER:

Provide a brief answer for each question.

- 1. Write the corresponding Greek *punctuation* mark:

comma	_____
period	_____
colon	_____
question mark	_____

- 2. Write the corresponding Greek *accent* mark:

acute	_____
grave	_____
circumflex	_____

- 3. List all seven proper (or “common”) diphthongs.

-
- 4. List all three improper diphthongs.
-

Transliteration Key

α = a
 β = b
 γ = g
 γ = n (if it precedes γ , κ , ξ , χ)
 δ = d
 ϵ = e
 ζ = z
 η = e
 θ = th
 ι = i
 κ = k
 λ = l
 μ = m
 ν = n
 ξ = x
 \omicron = o
 π = p
 ρ = r
 σ/ς = s
 τ = t
 υ = u (if used in a diphthong)
 υ = y (if not in a diphthong)
 ϕ = ph
 χ = ch
 ψ = ps
 ω = o

Additional Rules of Transliteration

- Rough Breathing mark = h
 - *Precedes a vowel (example: $\acute{\epsilon}$ = he; $\acute{\alpha}\iota$ = hai)
 - *Follows an r (example: $\acute{\rho}$ = rh)
- Accents/Smooth Breathing marks/iota subscripts = [not shown in transliteration]

Transliterate the following English renderings into Greek:

1. charis (“grace”)
 2. pisteuō (“I believe”)
 3. sesōsmenoi (“have been saved”)
 4. apostoloi (“apostles”)
 5. mathētēs (“disciple”)
 6. sōzetai (“he is being saved”)
 7. Paulos (“Paul”)
 8. dikaiosunē (“righteousness”)
 9. proseuchomai (“I pray”)
 10. logos (“word”)
 11. huios (“son”)
 12. ergon (“work”)
 13. hodos (“road”)
 14. hēmera (“day”)
 15. exousia (“authority”)
 16. hōra (“hour”)
 17. agapē (“love”)
 18. hupokritēs (“hypocrite”)
 19. ho logos theou estin agathos (“The word of God is good.”)
-
20. elyou hupo tou kyriou (“You [sg.] were being loosed by the Lord.”)
-

Transliterate the following Greek words into English:

1. χριστός (Christ)
2. θεός (God)
3. φῶνη (to a voice, sound)
4. ἀκούσουσιν (they will hear)
5. ἀγαπάω (I love)
6. φιλέω (I love)
7. κύριος (lord, master)
8. ἄγγελοι (angels, messengers)
9. ψυχή (soul, spirit)
10. ἠτοίμασεν (he, she, it prepared)
11. ἀπόστολος (apostle)
12. ταῦτα (these [things])
13. σεσωσμένοι (have been saved)
14. λυθήσεται (he, she, it will be loosed)
15. αἷμα (blood)
16. ῥῆμα (word, saying)
17. φιλῶ σε (I love you.)
18. εἶ σεσωσμένος; (Are you saved?)

19. Ἰησοῦς ἀγαπᾷ ὑμᾶς. (Jesus loves you [pl.] -

20. Εἶμι ἡ ὁδὸς, ἡ ἀλήθεια, καὶ ἡ ζωή. (I am the way, the truth, and the life.)
