

## HANSEN & QUINN: Review Sheet #2 (for Units 11-20) - The Case System (KEY)

1). The following sentences highlight additional uses of the **GENITIVE** case with which you should be familiar. Translate them, identify the Genitive nouns, and describe how they are used:

- A).** τούτου τοὺς φίλους λύσαντος καὶ τῶν πολεμίων τοὺς στρατιώτας νικησάντων, αἱ θυγατέρες εἰς τὴν νῆσον πεμφθήσονται. (Genitive Absolute, Unit 11)

Since this one/man has released the/his friends and the enemies have conquered the soldiers, the daughters will be sent (in)to the island.

- B).** οἱ ἐν τῇ χώρᾳ γραφεῖς ἀπεδίδοντο τὰ σφέτερα αὐτῶν βιβλία τὰ ἄριστα τε πολλοῦ χρυσοῦ καὶ ὀλίγου ἀργυρίου. (Genitive of price, Unit 12)

The writers in the country used to sell their own books, (namely) the best ones, for (both) a lot of gold and a little silver.

- C).** πάντες οἱ ἐν τῷ πεδίῳ λίθοι, βαρύτεροι πολὺ τῶν παρὰ τοῖς τείχεσιν, ἐβλήθησαν εἰς τὴν μείζονα τῆς νήσου θάλατταν. (Genitive of comparison, Unit 15)

All of the rocks in the field, much heavier than those at the side of the city walls, were cast into the sea (which was/is) greater than the island.

- D).** τοῖς ἐν τῇ παρὰ τῇ θαλάττῃ ἄστει ἰατροῖς ὕδατος ἐδέησεν. (Genitive of separation, Unit 20)

There was need of water to the doctors in the town by the sea. (The doctors in the town by the sea needed water.)

2). The following sentences highlight some additional uses of the **DATIVE** case. Translate, identify Dative forms, and describe the type or use of the Dative case in each:

- A).** Λακεδαιμονίοις ἔσται ἡ τῶν Ἑλλήνων ἀρχὴ καὶ δύναμις μεγάλη ἐὰν οἱ Ἀθηναῖοι ἐν τῇ μάχῃ νικηθῶσιν. (Dative of the possessor, Unit 15)

To the Lacedaimonians there will be (The Lacedaimonians will have) rule/hegemony over the Greeks and great power if the Athenians are defeated in (the) battle.

- B).** ὦ νεανία, μηχανῶ ὅπως πολλῶ εὐδαιμονέστερος ἐμοῦ γε γενήσῃ ποτ' ἄλλ' ὀλίγῳ ἄφρονέστερος. (Dative of degree of difference, Unit 17)

O youth, devise that you (will) become much more fortunate than me at some point, but (only) a little more senseless.

- 3).** The **ACCUSATIVE** case is highlighted in the next few sentences. Translate, identify Accusative forms, and describe how the Accusative case is used in each:

- A).** οἱ ἐκ τῆς χώρας ὑπὸ τῶν τριῶν εὐγενῶν μητέρων ἐκπεσόντες στρατιῶται σωφροσύνην καλοὶ ἦσαν, ἀλλὰ δύνανται πονηροί. (Accusative of respect, Unit 13)

The soldiers expelled from the land by the three noble mothers were good with respect to their prudence, but worthless with respect to might.

- B).** τίνα τρόπον ἡμεῖς διδάξομεν τὸν ἡμέτερον αὐτῶν ἀδελφόν; τόνδε τὸν τρόπον, ὦ φίλοι· τοῖς τοῦ Ὅμηρου ἔπεσιν. (Adverbial Accusative, Unit 15)

In what way are we to educate our (own) brother? In the following way, (o) friends: with the epic poetry of Homer.

- C).** νομίζετε μὲν τὸν Δία ὑπὸ τῶν ἄλλων θεῶν ἐκπεσεῖσθαι, ἀκούω δὲ πάντας τοὺς δαίμονας ἐκεῖνον φιλοῦντες. (Accusative as subject in indirect discourse, Unit 16)

Y'all believe that Zeus will be expelled by the other gods, but I hear that all of the divinities love him.

- D).** δοκοῦν πᾶσι πυνθάνεσθαι περὶ τῆς νόσου, ὃ ἐν τῷ ἄστει ἰατρὸς εἰς τὴν ἐκκλησίαν εἰσεκέκλητο. (Accusative Absolute, Unit 20)

It seeming best to everyone to find out about the sickness, the doctor in the town had been called into the assembly.