

HANSEN & QUINN: Review Sheet #1 (for Units 11-20) - Basics (Accents, Spelling, Vocabulary, etc.)

- 1). What is a deponent verb? Describe the three types of deponents with which you are familiar.

- 2). What common Greek phrase means "to pay the penalty"?

- 3). Describe the difference between the following two phrases: ἐν τῇ μέσῃ ἀγορᾷ and ἐν μέσῃ τῇ ἀγορᾷ.

- 4). List seven Greek enclitics.

- 5). Describe what happens to a word whose accent is as far back as it can go (e.g.: ἄνθρωπος or ἐκεῖνα) when it is followed by an enclitic. Does the enclitic take an accent?

- 6). Describe what happens to a word with an accent on its final syllable (e.g.: δημιουργός or ἀγαθῶν) when it is followed by an enclitic. Does the enclitic take an accent?

- 7). When does a disyllabic enclitic take an accent?

- 8). What happens accent-wise if a series of enclitics occurs?

- 9). What are correlative adjectives? Give the (three separate) dictionary entries for one set of correlatives.

- 10). What does the verb φημί mean when negated?
- 11). Describe how the verb εἶμι is employed in Attic prose (*i.e.*, What other Greek verb is it often substituted for in various tenses?)
- 12). Describe the following aspects of the verb ἔχω: difference between the imperfect and aorist tenses, difference between the two forms of the second principal part, meaning when accompanied by a complementary infinitive, meaning when accompanied by an adverb.
- 13). Describe the two basic meanings of the verb μέλλω and indicate when each is likely to occur.
- 14). Describe the situation(s) under which the case of a relative pronoun is likely to be attracted into that of its antecedent (original case of pronoun and case of antecedent).
- 15). Under what circumstances is the antecedent of a relative pronoun sometimes left out?
- 16). What is a periphrastic verb form? (See the vocabulary notes for the verb αἰσχύνομαι.)
- 17). With what verb does κείμαι have a special relationship? What is the nature of this relationship?
- 18). When φαίνομαι means "appear", what is the difference between using it with a participle and with an infinitive?
- 19). Describe the uses of ἀκούω to mean "hear" and "be spoken of".

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

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)

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

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)

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

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)

B). ὦ νεανία, μηχανῶ ὅπως πολλῶ εὐδαιμονέστερος ἐμοῦ γε γενήσῃ ποτ' ἄλλ' ὀλίγω ἀφρονέστερος. (Dative of degree of difference, Unit 17)

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 ᾔσαν, ἀλλὰ δύνάμιν πονηροί. (Accusative of respect, Unit 13)

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

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)

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

- 7). Decline νοῦς, νοῦ, ὄ alongside the proper forms of ταχύς, ταχεῖα, ταχύ. Label case and number.
- 8). Decline the positive, comparative and superlative degrees of ἐχθρός, ἐχθρά, ἐχθρόν. Label case, number and gender.
- 9). Decline the numbers 1 (εἷς, μία, ἓν), 2 (δύο), 3 (τρεις, τρία) and 4 (τέτταρες, τέτταρα). Label case and gender.
- 10). Decline οὐδεῖς, οὐδεμία, οὐδέν alongside μηδεῖς, μηδεμία, μηδέν. Label case and gender.
- 11). Decline ὅστις, ἥτις, ὅτι. Label case, number and gender and give all alternate forms.

- 8). How does one make a "superlative" superlative?
- 9). Name an alternative to comparison with the Genitive of comparison and give a brief description of how this construction works.
- 10). Briefly describe how sequences of simple and compound negatives work in Greek:
- 11). Describe the two main ways in which ὅστις, ἥτις, ὅτι is used:
- 12). Give the dictionary entries for three direct interrogative pronouns/adjectives as well as the dictionary entries of their indefinite/indirect interrogative forms.
- 13). Give the dictionary entries for three direct interrogative adverbs as well as the dictionary entries of their indefinite enclitic and indefinite relative / indirect interrogative forms.
- 14). What are the general rules for comparing adverbs?
- 15). What are the general rules for the formation of verbal adjectives expressing obligation or necessity? Briefly describe how such adjectives are used.

HANSEN & QUINN: Review Sheet #5 (for Units 11-20) - Verbs #1

- 1). Conjugate ἀκούω, ἀκούσομαι, ἤκουσα, ἀκήκοα, ---, ἠκούσθην in the present imperative active, middle and passive. Label person and number. Translate the third person plurals:
- 2). Conjugate λαμβάνω, λήψομαι, ἔλαβον, εἴληφα, εἴλημμαι, ἐλήφθην in the aorist imperative active, middle and passive. Label person and number. Translate the second person singulars:
- 3). Conjugate δίδωμι, δώσω, ἔδωκα, δέδωκα, δέδομαι, ἐδόθην in the imperfect indicative active, middle and passive. Label person and number. Translate the first person singulars:
- 4). Conjugate ἵστημι, στήσω, ἔστησα (trans.) or ἔστην (intrans.), ἔστηκα (trans.), ἔσταμαι, ἐστάθην in the present indicative active, middle and passive. Label person and number. Translate the third person singulars.
- 5). Conjugate τίθημι, θήσω, ἔθηκα, τέθηκα, τέθημαι, ἐτέθην in the present subjunctive active, middle and passive. Label person and number.
- 6). Conjugate καθίστημι, καταστήσω, κατέστησα (trans.) or κατέστην (intrans.), καθέστηκα (intrans.), καθέσταμαι, κατεστάθην in the present optative active, middle and passive. Label person and number.
- 7). Conjugate ἀφίστημι, ἀποστήσω, ἀπέστησα (trans.) or ἀπέστην (intrans.), ἀφέστηκα (intrans.), ἀφέσταμαι, ἀπεστάθην in the present and aorist imperative active, middle and passive. Label person and number. Translate the second person plurals.

- 8).** Conjugate παραδίδωμι, παραδώσω, παρέδωκα, παραδέδωκα, παραδέδομαι, παρεδόθην in the present and aorist infinitive active, middle and passive. Translate your forms.
- 9).** Conjugate επιτίθημι, επιθήσω, επέθηκα, επιτέθηκα, επιτέθημαι, επετέθην in the aorist indicative active and middle. Label person and number. Translate the first person plurals.
- 10).** Conjugate αποδίδωμι, αποδώσω, απέδωκα, αποδέδωκα, αποδέδομαι, απεδόθην in the aorist subjunctive active and middle. Label person and number.
- 11).** Conjugate προδίδωμι, προδώσω, προέδωκα, προδέδωκα, προδέδομαι, προεδόθην in the aorist optative active and middle. Label person and number.
- 12).** Conjugate μετανίσταμαι, μεταναστήσομαι, μετανέστην, μετανέστηκα, ---, --- in the perfect indicative and infinitive active and pluperfect indicative active. Label person and number. Translate the third person singulars and the infinitive.
- 13).** Conjugate διδάσκω, διδάξω, ἐδίδαξα, δεδίδαχα, δεδίδαγαμαι, ἐδιδάχθην in the future optative active, middle and passive and future infinitive active, middle and passive. Label person and number.
- 14).** Conjugate δει, δεήσει, ἐδέησε(ν), ---, ---, --- and χρή, χρήσται, ---, ---, ---, --- in the present indicative, subjunctive, optative, and infinitive active, imperfect, future and aorist indicative active. Label person and number.

6). Conjugate ἴημι, -ἴσω, -ἴκα, -εἶκα, -εἶμαι, -εἴθην in the present indicative, subjunctive, optative and imperative active and imperfect indicative active. Label person and number. Translate the second person singulars.

7). Conjugate συνήμι, συνήσω, συνήκα, συνεἶκα, συνεἶμαι, συνεἴθην in the present indicative, subjunctive, optative and imperative and imperfect indicative middle and passive. Label person and number. Translate the first person plurals.

8). Conjugate ἀφίημι, ἀφίσω, ἀφίκα, ἀφείκα, ἀφείμαι, ἀφείθην in the aorist indicative, subjunctive, optative and imperative active and middle. Label person and number. Translate the first person singulars.

9). Conjugate οἶδα, εἴσομαι, ---, ---, ---, --- in the perfect indicative, subjunctive, optative and imperative active and pluperfect indicative active. Label person and number. Translate the third person singulars.

10). Conjugate κείμαι, κείσομαι, ---, ---, ---, --- in the present indicative, subjunctive, optative and imperative and imperfect indicative middle. Label person and number. Translate the second person plurals.

HANSEN & QUINN: Review Sheet #7 (for Units 11-20) - Clauses

- 1). How does one generally issue a command in Greek?
- 2). What are the two basic ways to make a prohibition in Greek? Be specific about the circumstances in which each is employed.
- 3). Describe the four types of temporal clause with which you are familiar: moods of verbs in main and temporal clause, temporal conjunctions employed and what sort of relative time each conjunction indicates.
- 4). Aside from its basic meaning ("with X Y-ing") provide four additional ways to translate a Genitive Absolute.
- 5). What conjunction introduces a fear clause? What dictates the mood of the verb in a fear clause?
- 6). Describe object clauses of effort: introductory conjunction, tense and mood of verbs, independent use, *etc.*
- 7). Describe the three major ways to construct indirect statement in Greek: introductory conjunctions, mood/tense/ form of verb in main and subordinate clause and case of subject in subordinate clause. For each type of indirect statement give the first principal part of two verbs that can introduce it.

- 8). Describe the retained subjunctive: when it occurs, what force it has, three types of clauses in which it can occur.
- 9). How does one express an unattainable wish in Greek? Provide information on the two different types (*i.e.* times) and the introductory words and negative employed.
- 10). How does one form an indirect question in Greek?
- 11). Give the characteristics of temporal clauses introduced by μέχρι and ἕως: mood and tense of main and subordinate verb and general rule for translation.
- 12). Give the characteristics of temporal clauses introduced by πριν: mood and tense of verb in clause and what generally dictates what verb form appears in the clause.
- 13). Describe some of the characteristics of constructions involving the impersonal verbs δεῖ and χρεῖ: person and number of subject, supplementary verb forms and use with negatives.
- 14). Describe how the verb δοκέω can be employed to mean "seems best": person, number and form of subject.
- 15). Describe the Accusative Absolute: types of verbs whose participles are employed in the construction, person and number of said participles, subject of said participles (if any) and general difference between Accusative and Genitive Absolute.