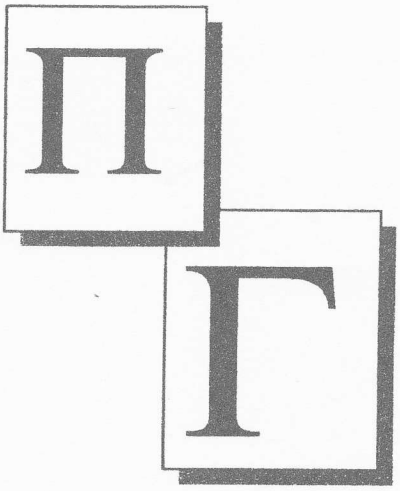
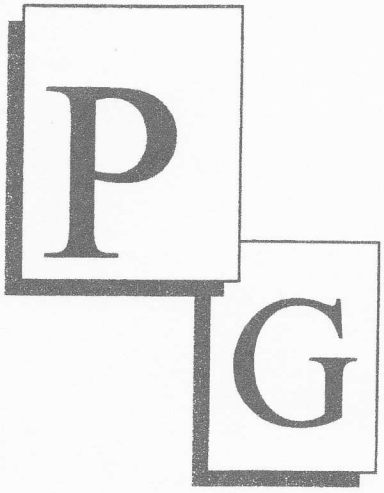


Greek Grammar

For Those Who Don't Know Greek



By

Robert Dean, Jr

Part 1

Dedication

This manual is dedicated to the memory of Dr. Larry L. Harris, Pastor of the Bible Missionary Baptist Church, Wilmington, Ohio, and co-founder of the WHW Ministries who was promoted to his eternal reward in July, 1998. His years of faithfully teaching Greek grammar and syntax to the men at WHW provided the firm foundation on which the Lord has graciously allowed me to build. Apart from the work Dr. Harris pioneered I would not have the fantastic privilege and opportunity to continue his work, teaching those who come each year to have their skills of expository preaching challenged and sharpened. His dedication and vision made this dissertation a possibility.

© 2003
Robert Dean, Jr.
ALL RIGHTS RESERVED

Table of Contents

Chapter

1. Introduction 1
   - Problem addressed by the Project 1
   - Importance of the Problem 1
   - Benefitting from the Exercises 3
   - Why Grammar? 3
   - Definition of Major Terms: The Parts of Speech 4
   - Greek Parts of Speech 8
   - Scope and Limitation 8

Section I. Noun

2. The Noun in English. 9
   - Gender 9
   - Case 9
   - Number 10
3. The Noun in Greek: Introduction to Gender, Number, Case 11
   - Gender 11
   - Number 12
   - Case 12
4. The Nominative Case 14
5. The Genitive Case 19
6. The Dative Case 25
   - Uses of the Pure Dative 25
   - Uses of the Instrumental Dative 26
   - Uses of the Locative Dative 27
7: The Accusative Case 29

Section II. Verbs

8. The Verb in English 32
9. The Verb in Greek 34
   - Elements in Parsing 34
   - Interlinear Abbreviations 35
10. Present Tense 36
11. Future Tense 40
12. Imperfect Tense 42
13. Aorist Tense 45
14. Perfect Tense 47
15. Pluperfect Tense 50
16. Active Voice 52
17. Middle Voice 54
18. Passive Voice 56
19. Indicative Mood 58
20. Subjunctive Mood I 60
21. Subjunctive Mood II—Clauses 62
22. Imperative Mood 68
23. Adjectival Participles 71
24. Adverbial Participles 74
    - Tense 74
    - Importance 74
    - Usage 74
    - Independent Uses of the Participle 77
25. The Infinitive 80
26. Putting it All Together 83

Appendix A: Answers to Exercises 86

Bibliography 92

CHAPTER 1

Introduction

Problem Addressed by the Project

This manual seeks to help students of the Bible who have never studied *Koine* Greek, achieve a basic to intermediate knowledge of Greek grammar to further enhance their understanding of the Bible. Most pastors, lay preachers, and Sunday School teachers have very little, if any, comprehension of Greek—the original language of the New Testament. Yet these same people teach Bible studies, lead devotions, and preach sermons as if they truly know the New Testament. Failure to understand the original languages of Scripture results in an impoverished understanding of the text, which produces a skewed if not flawed theology, and a message that is not sourced in God. Doctrinal errors compound daily—many of them because of an improper understanding of biblical Greek. Those who wish to explain the Bible must acquire at least a basic understanding of biblical Greek. Those who desire to teach and preach as pastors must go even further with Greek studies in grammar and syntax to accurately communicate the Word of Truth.

Importance of the Problem

Grammar is a word that often sends waves of panic through a student. Many remember days in elementary or middle school when they were mystified by dangling participles, comma faults, and diagramming sentences. Grammar seemed an invention by an evil wizard for the torture of young minds. For many others, grammatical terms are meaningless because in some school curricula, grammar was never taught. In my own case, even as an English major in college, the grammar required during my university years was an experimental approach that rapidly lost popularity and made no permanent impression.

Yet a few years later, when I entered seminary, I discovered that many other students in my first year Greek class had an even more delinquent background in English grammar than I. This weakness in understanding the grammar of their own native language made it even more difficult for them when it came to decoding the terminology used to teach Greek: dative, genitive, tense, voice, and mood became terms they grappled with daily just to understand each lecture and work each exercise. Sadly, many of these men later used their Greek New Testament for nothing more than a door stop.

Too often, this lack of training in **grammar**, the study of the classes of words and their relations and functions, and **syntax**, the combination of those words into clauses and sentences to convey meaning, becomes a major stumbling block for the student of the New Testament. The aim of this manual is to help demystify some of these points of grammar and to enable the student of the Bible to probe not only the English grammar of the Bible, but more importantly, the Greek grammar of the original text for greater insight into the meaning of the revelation of God.

In recent years numerous books and language tools have been published to enable the student of the Bible who does not know *Koine* Greek to dig a little deeper into the meaning of the original language of the New Testament. A combination of a *Greek Interlinear New Testament* and a Strong's *Concordance* has for decades enabled students to discover the Greek words behind the English translation. Works such as W. E. Vine's *Expository Dictionary of New Testament Words* have further enabled students to learn more about the meaning of these Greek words.[1]

Recently, the publication of Friberg and Friberg's *Analytical Greek New Testament*, made it possible for non-Greek students to discover the grammatical tag of each word in the Greek New Testament.[2] Unfortunately, that publication did not include an English interlinear as well, so the English student must also use a Greek Interlinear along with the *Analytical* to discover the Greek word in the original. This system is quite cumbersome.

However, since the development of computer programs such as *Accordance*, *Libronix*, and *BibleWorks*, students of the Scriptures are now able to not only access lexicons and word study tools previously accessible to only those who had studied Greek, but are now able to instantly discover the parsing of any Greek word. By simply hovering the cursor over a Greek word, the student can instantaneously discover its part of speech, parsing, dictionary form, and a basic English translation. At this time though, no manuals or instruction guides exist which enable the non-Greek student to understand the significance of this grammatical information or the rudiments of Greek syntax so he can engage in basic exegetical procedure.

This manual is designed to fill in this gap. The purpose is to explain the significance of basic Greek grammar through the use of English examples and parallels. Second, this manual will suggest a methodology so that the student can discover that a particular verb, for example, is in the present tense, that this particular present tense is a gnomic

---

[1] W. E. Vines, *Expository Dictionary of New Testament Words* (London: Oliphants, 1939-41). James Strong, *Exhaustive Concordance of the Bible* (Nashville: Abingdon, 1986).

[2] Barbara Friberg and Timothy Friberg, *Analytical Greek New Testament* (Grand Rapids: Baker, 1981).

present, and then use the significance of a gnomic present to further explain the meaning of that verse of Scripture. He will be able to do all of this without memorizing a single paradigm.

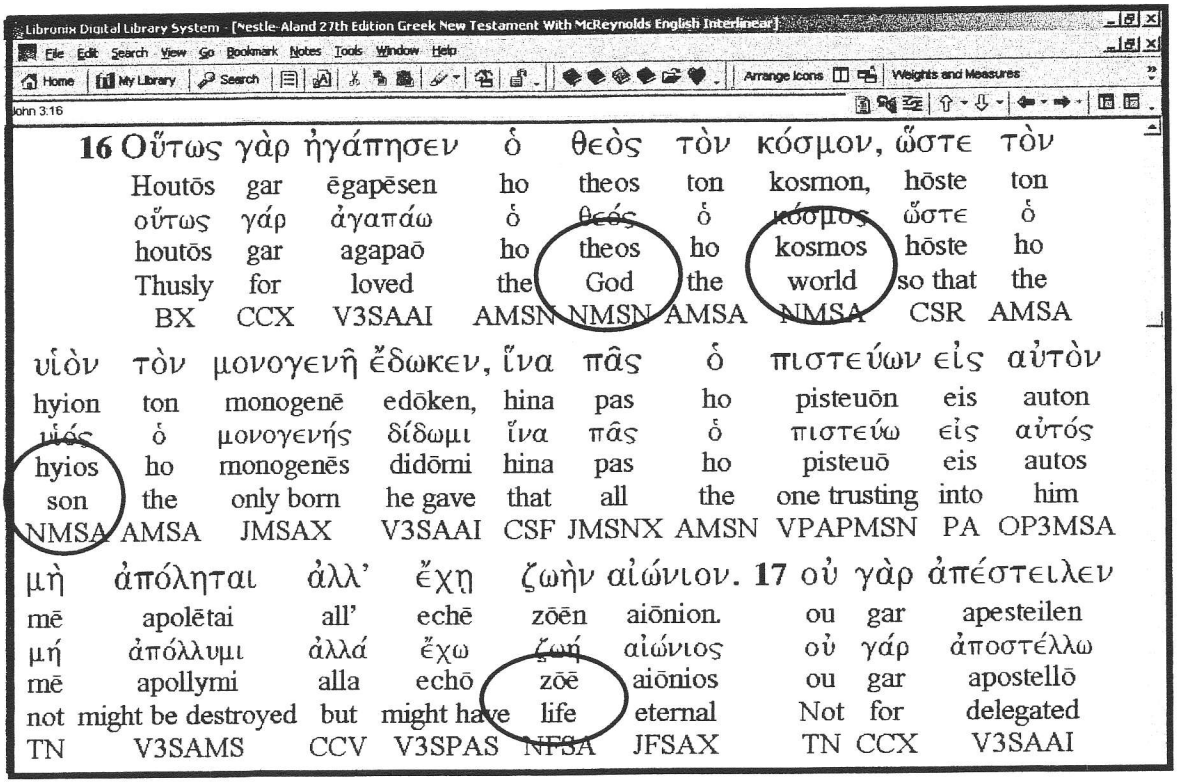
To help the student in the learning process, the Greek will be referred to in a transliterated format with the appropriate grammatical tags. This manual is written for the student who cannot even read the Greek alphabet. Much that is found here is discoverable in many other basic and intermediate Greek grammars, yet, in those texts the grammar of Greek remains a mystery to the English student since the examples are all provided in Greek. I have freely borrowed from these grammars as my intention was not to rehash well covered ground, but to make this technical information available and understandable to a wider audience.

This manual will teach the non Greek student the significance of Greek noun and verb grammatical terminology, provide examples of each, and go to the next step of explaining the different uses of the noun cases and verb tenses. It is not enough to simply note that a verb is an aorist active subjunctive. Having easily discovered this parsing, the student must then determine why this information is important. To know that the aorist tense is roughly equivalent to an English simple past is not enough. To know that the aorist tense summarizes the action, is still not enough. The student of the Scripture must be able to go a further step and understand why, perhaps, the writer used an aorist tense instead of a perfect or imperfect tense and its implication for the meaning of that passage.

Each chapter and section is organized with the end result in view. The structure is arranged to fit the way people use the language in the process of exegesis. I have tried to keep the manual as easy to read and use as possible.

To enable the student to apply this information, this manual follows a basic procedure in each category. First, each chapter is relatively short, the material given in easy, bite-size chunks that should not overwhelm or intimidate. Second, each section begins with a chapter devoted to the English grammar of that subject. Then each chapter further explains the grammatical terms and concepts as they relate to the English language. Too often, students of the original languages of Scripture become overwhelmed because of their own inadequacies in their mother tongue. Third, each chapter focuses on one grammatical concept. For example, one chapter would cover the basics of the genitive in English, with accompanying examples, then explain the basic concepts of the genitive in Greek, along with examples provided in English with the key Greek phrases underlined and explained. In some examples and exercises screen shots from a computer interlinear program are provided. This gives the student a 'hands on' feel for what he will encounter in his study. Answers to the exercises are supplied in Appendix A.

Figure 1.1, Identification of Nouns



In the concluding chapter, a methodology is outlined for putting all this information together. One passage is selected and questions provided to enable the student apply the new skills of grammatical analysis to one passage.

Each grammatical heading, such as a genitive, has several categories. These categories are not meant to be exhaustive or definitive. Since this manual is directed to the beginning student, the more rare categories are not discussed.

Benefiting from the Exercises.

To get the most from the exercises the student should have an analytical New Testament and interlinear open. Preferably this will be in a computer version which combines these elements. Look up each verse used in the examples. Test yourself to see if you can pick out the example at hand, whether a noun in the accusative case or a verb in the perfect tense. Then ask yourself which way the verb or noun is used. The more you do this in the examples, the easier the exercises will be.

Why Grammar?

For anyone who works with words, grammar is as important a tool as the ratchet or torque wrench to the auto mechanic, the stethoscope or scalpel to the physician, or paint to the artist. For the student of the Bible, grammar is the indispensable tool for extracting the meaning from a sentence.

Grammar describes the components of language and how they relate to one another. When the proper rules of grammar are followed, communication is possible. This communication takes place across barriers of age, personality, region, social class, or ethnicity. In order to understand grammar, it is important to develop familiarity with the technical vocabulary of grammar.

Often students complain about all the technical terms one must master to understand grammar: gerunds, participles, prepositions. Yet in every subject in which people are interested, from medicine to machines, has its own technical vocabulary. When people become motivated, they quickly learn it. When the physician informs the patient that he has detected a melanoma and recommends an oncologist, it is not long before the patient becomes familiar with all of the technical medical vocabulary related to cancer. The same must be true for the student of Scripture who must understand the elements of grammar to extract the message God has revealed in the Bible and then accurately communicate it to his audience.

A **sentence** is the basic unit of thought. Any verse in the Bible may be composed of one or more sentences or may be part of a larger sentence. To understand the meaning of each verse the student must not only know the meaning of the individual words used in the sentence, but also how the grammar of that sentence affects the meaning.

Two elements are necessary to understand any sentence. First, we must understand the meaning of the words themselves. We must appreciate the various shades of meaning and definitions for each word. But definitions alone are not enough, meaning is also conveyed through the simple arrangement of the words in a sentence. To say, "Peter hit the ball" is quite different from, "The ball hit Peter." Though the words are identical, the arrangement of the words conveys quite a different meaning.

In the first sentence the action of hitting is done by Peter who is an active individual. As native speakers of the language, we expect to discover in the context that Peter has some sort of instrument, a bat, a racket, a golf club, which he is using to strike the ball. From our knowledge of English usage and idiom we rarely expect a person to directly hit the ball with his body. Yet in the second sentence the action of the ball hitting Peter is quite different. Balls, because of their nature, are not active, but acted upon. A ball has usually been sent along its path by being hit or thrown and then strikes some object or person. In the first example grammar informs us that Peter is the one doing the striking, and the ball is the object of his striking, but in the second example it is Peter who receives the impact of the ball. Thus the meaning of the sentence is affected not only by the dictionary definition of these words, but by how they are arranged in the sentence.

Grammar can even tell us something about the meaning of the sentence even if we do not understand the meaning of all the words. For example: *The dillibags frimly miggled the rimbag.* We do not know the meaning of the words, but we can infer something called *dillibags* did something called *miggle* to something else called a *rimbag* in a *frimly* manner. We know this through word forms such as the ending *–ed* which suggests the past tense of a verb, and by the plural ending *–s* that suggests that more than one did it. Word order also tells us that *dillibag* is a noun because this comes before the *–ed* word which is the common position of a verb in an English sentence.[3]

---

[3] H. Ramsey Fowler and Jane E. Aaron, *The Little, Brown Handbook* (New York: HarperCollins, 1995), 152.

The student of the Bible must analyze each verse in terms of its grammar to better understand who performs the action, who receives the action, the purpose or result intended and various other meanings conveyed through the grammar. To prepare for the journey we must first review the basic parts of speech and basic grammatical concepts.

Definition of Major Terms:

The Parts of Speech

A sentence is the basic unit of thought. The parts of speech are the basic components or elements which are put together to make up a sentence. In writing, the author must put the elements together correctly in order to convey his precise thoughts accurately to the reader. To correctly understand the author, the reader must accurately discern the action in the sentence, the performer of the action, and the recipients or objects of the action, as well as other aspects of the sentence. This is the work of the Bible student. To accomplish this, the student must know each component of the sentence and the role it has in the sentence.

Grammarians have historically sorted words into eight distinct categories. Each category plays a different role in the sentence.

- Noun
- Pronoun
- Verb
- Adverb
- Participle
- Preposition
- Conjunction
- Interjection

Before beginning an in depth analysis of each part of speech, a brief summary of each is in order. Since the focus of this manual is on nouns, verbs, and verbals (participles and infinitives), a bit more space will be devoted to the other five since they are not covered later in the manual. More detailed analysis of nouns and verbs are covered in the appropriate chapter. The purpose of this initial survey is to introduce the basic parts of speech and their terminology to the student to provide a frame of reference for the first chapters.

Nouns

A **noun** names something. A noun may name a person (*Jesus, Paul, Moses, prophet, king, scribe*), a place (*garden, heaven, Mt. Sinai, valley*), thing (*book, scroll, ark, boat*), or an idea or quality (*honor, courage, love, patience*).

English nouns may be singular or plural. The plural is usually formed by adding *–s* or *–es* (*prophet, prophets*; *baby, babies*) but some plural forms of nouns are irregular (*woman, women*; *child, children*). In inflected languages such as Greek, the case, number, and gender are clearly indicated through the change in word form by adding prefixes and suffixes. Thus, discovering case and gender is not a matter of guesswork as it sometimes is in English.

Since the early development of grammar, nouns that described other nouns were called **adjectives**. Adjectives serve as assistants to nouns and describe something about them (the *earthen* jar; the *old* man). Adjectives answer the question which one, what quality, or how many.

Exercise 1.1

Underline every noun in the following sentence.

> John 2:11 This beginning of His signs Jesus did in Cana of Galilee, and manifested His glory, and His disciples believed in Him.[4]

Underline any adjectives in the following sentence

> Esth. 1:7 Drinks were served in golden vessels of various kinds, and the royal wine was plentiful according to the king's bounty.

Pronouns

A pronoun is a word which substitutes for a noun and functions as a noun. These words prevent unnecessary repetition. For example, instead of John took John's equipment to John's father's boat, we say, "John took his equipment

---

[4] Unless otherwise noted all Scripture references are from the *New American Standard Bible* (La Habra, CA: Lockman Foundation, 1960, 1962, 1963, 1968, 1971, 1972, 1973, 1977, 1995).

to his father's boat." *I, you, he, she, it, we, you, they, who, which, myself, yourself* are some of the many pronouns. There are eight types of pronouns:

- **Personal** pronoun: *I, you, he, she, it, we, you, they*
- **Demonstrative** pronoun: *this, that, these, those*
- **Possessive** pronoun: *mine*
- **Reflexive** pronoun: *himself*
- **Reciprocal** pronoun: *one another*
- **Relative** pronoun: *who, which*
- **Interrogative** pronoun: *what*?
- **Indefinite** pronoun: *someone*

Exercise 1.2

Underline the pronouns in the following sentence.

John 1:25 And they asked him, and said to him, "Why then are you baptizing, if you are not the Christ, nor Elijah, nor the Prophet?"

Verbs

For the student of Scripture verbs are usually more fun and definitely more interesting and enlightening. Verbs express the action. Not only do verbs express action, but they also express being or states of being (*I am, you are, he is running, she is sleeping*). Verbs are often connected to helping verbs or auxiliary verbs such as *do, does, did, can, could, may, might, will, would, shall, should,* and *must*, as in *could* sleep, *did* sleep, *can* run, *might* pray, *will* return.

Verbs have three elements: **tense**, **voice**, and **mood**. The tense refers to the time of the action. In English there are six tenses: simple present, (*I walk*), past (*I walked*), future (*I will walk*), present perfect (*I have walked*), past perfect (*I had walked*) and future perfect (*I will have walked*) with the perfect representing completed action. The Greek also has six tenses. One of the challenges in translation from Greek to English is that the six tenses of the Greek do not directly correspond to the six tenses of English. Before examining the Greek though we will first clarify the nuances of the six English tenses in chapter 8.

Verbs in English have one of two voices. **Active voice** means the subject performs the action. In the sentence, *Jesus walked on the water*, the subject is Jesus who performs the action of the verb. **Passive voice** means that the subject receives the action of the verb. In the sentence, "By grace you have been saved through faith," the subject "you" receives the action of the verb "saved" indicating that salvation does not come as a result of something "you" do, but that "you" receives the action of salvation. Someone else performs the action.

A verb also has a mood. The mood indicates the speaker's attitude toward what he or she is saying. In English there are three moods. The **indicative mood** states a fact or opinion or asks a question (*Jesus walked on the water*; *Esther needed a miracle*; *Where is the child to be born*?). The reason it is called indicative is because it "indicates" what exists in reality from the viewpoint of the speaker. The **imperative mood** expresses a command, a wish, a request: ("Pray without ceasing;" "Lord, be gracious to me, a sinner."). The **subjunctive mood** expresses potentiality, a suggestion, or a desire (*if anyone confesses their sin*; *you might offer a prayer; I wish you would not sin*).

Verbs are also designated by person and number. The person expresses first, second or third person (*I, you, he, she* or *it*); the number expresses a singular subject or plural subject.

Exercise 1.3

Underline the verbs in the following sentences.

John 1:4 In Him was life, and the life was the light of men.

Acts 22:30 But on the next day, wishing to know for certain why he had been accused by the Jews, he released him and ordered the chief priests and all the Council to assemble, and brought Paul down and set him before them.

1John 5:13 These things I have written to you who believe in the name of the Son of God, in order that you may know that you have eternal life.

Chapter Two

The Noun In English

The basic unit of thought in any language is expressed in a **sentence**. Several sentences that relate to the same topic are grouped together in **paragraphs**. Many versions of the Bible use a paragraph mark (¶) to indicate paragraph divisions. In analyzing a text of the Scripture, the student should first identify the limits of the paragraph, which may include several verses, and then identify the number of sentences in that paragraph. Only then should he begin analyzing the first sentence.

As the basic unit of thought, most sentences name a person or thing and then say something about or describe an action involving that person or thing. The person or thing named is called the **subject** of the sentence. What is said about it is the **predicate**. Any sentence in English or Greek is made up of these two parts, the subject and the predicate.

The subject is composed of a word or words that name things. These words that name things are called nouns, such as Egypt, locust, plague, land, God. Nouns name persons (*Moses*, *Paul*), places (*Bethany*, *Shiloh*), things (*ark*, *cross*), ideas (*hope*, *peace*, *freedom*), or qualities (*righteousness*, *integrity*, *jealousy*). In English there are five different types of nouns: common nouns, proper nouns, collective nouns, concrete nouns, and abstract nouns.

- **Common nouns** identify general classes of things and are not capitalized (*leper*, *soul*, *apostle*).
- **Proper nouns** identify specific people, places, and things and are capitalized (*Peter, Jerusalem, Samaria, Rome*).
- **Collective nouns** identify a group or class of individuals or things. Collective nouns have a singular form, but name a group (*army*, *multitude*, *crowd*, *family*).
- **Concrete nouns** identify something that is perceived by one of the five senses (*bird*, *water*, *grain*, *sword*).
- **Abstract nouns** identify a quality or idea (*beauty*, *love*, *pleasure*, *sin*).

Nouns are all classified according to three things: gender, case, and number.

Gender

In English, gender is not a dominant feature in nouns and is related to the perceived sex of the object. Nonsexual object are usually neuter, with a few exceptions.

Case

Nouns are the work horse of any language. Nouns may function as the subject of a sentence, express possession, describe another noun, may be the object of a preposition, the direct object of the verb, or the indirect object of the verb. Each of these different functions of a noun has a specific identity. This function in a sentence is called **case**. In English there are three cases: subjective, objective, and possessive.

In English the only way to identify the case of a noun is by its place in the sentence. In Greek, the function of a noun is indicated by a case ending (*logos* is nominative case, the *–os* ending is changed to *–ou*, *logou,* to make it a genitive case). All nouns have case.

The **subjective case** indicates the word that is the subject of the sentence. In English the subject of the sentence or clause usually comes just before the verb in a sentence (*John* wrote a gospel.) Another way of determining the subject is to ask "who performed the action in the sentence?" The underlined word in the following sentences is the subject of the sentence in the subjective case.

> Gabriel was sent from God.
>
> Herod the tetrarch heard of all that was happening.
>
> The Pharisees were listening to all these things.

The **objective case** indicates that the word is the object of a verb or a preposition. The object of a verb is the person or thing that is directly acted upon by the verb; what the verb does, it does to the direct object. In the sentence, "Jesus gave Himself for our sins," "himself" is the direct object and thus in the objective case. "Sins" is the object of the preposition "for" and is also in the objective case.

The **possessive case** indicates ownership, relationship, or source. This is usually indicated by the ending *'s*.

Adverb

The adverb describes something about the action of the verb, an adjective another adverb, or a group of words (Peter ran *quickly*, Paul spoke *slowly*). Adverbs indicate *when*, *where*, *how*, and *to what extent*. In English, adverbs frequently end in –ly, but not always: *friendly* is an adjective, whereas *never*, *not* and *always* are adverbs.[5]

Exercise 1.4

Underline the adverbs in the following verses.

Acts 18:2 And he found a certain Jew named Aquila, a native of Pontus, having recently come from Italy with his wife Priscilla, because Claudius had commanded all the Jews to leave Rome.

Rev. 22:12 "Behold, I am coming quickly, and My reward is with Me, to render to every man according to what he has done.

Gal. 4:18 But it is good always to be eagerly sought in a commendable manner, and not only when I am present with you.

There are three other kinds of adverbs: conjunctive adverbs, interrogative adverbs, and relative adverbs.

Conjunctive adverbs are words which connect two main, or independent clauses, not words, phrases, or subordinate clauses. An independent clause is one that has both subject and verb and can stand alone as an independent sentence.

The most common conjunctive adverbs are:

Accordingly	furthermore	likewise	otherwise
Also	hence	moreover	still
Besides	in addition	namely	then
Certainly	incidentally	nevertheless	thereafter
Consequently	indeed	next	therefore
Finally	in fact	nonetheless	thus
Further	instead	now	undoubtedly

The words in the chart are conjunctive adverbs only when they connect two independent clauses. The first clause ends with a semicolon followed by the conjunctive adverb.

Interrogative adverbs ask questions and usually modify verbs. There are four common interrogative adverbs: *how, when, where*, and *why*.

Relative adverbs are similar to the interrogative adverbs, yet they do not ask a question. The most frequently used relative adverbs are: *where*, *when*, *why*.

Exercise 1.5

In the following sentences place a C over the conjunctive adverbs, an I over the Interrogative adverbs, and an R over the relative adverbs.

Acts 5:13 But none of the rest dared to associate with them; however, the people held them in high esteem.

Rom. 3:7 But if through my lie the truth of God abounded to His glory, why am I also still being judged as a sinner?

Matt. 2:2 "Where is He who has been born King of the Jews?

Participles

When understanding action words it is important to distinguish between verbs and **verbals**. A verb is sometimes referred to as a finite verb, because it is finished and completes the thought in a sentence. "He runs" expresses a complete thought and is a complete sentence, but "he running" or "he to run" does not. These two examples, using a verb with the ending *–ing* or the addition of *to*, make the verb incomplete. This is called a nonfinite verb. In English there are three kinds of verbals: participles, gerunds, and infinitives. Here we will briefly discuss only the participle and leave the fine points of the infinitive (there is no gerund in Greek) to chapter 25.

---

[5] Fowler and Aaron, *Handbook*, 161.

A participle is a hybrid, a cross between an adjective and a verb. In English these are formed by adding an *–ing* ending to a verb: *going*, *running*, *believing*. Sometimes participles function more like a verb "if any man is *preaching* to you a gospel contrary to that which you received, let him be accursed." (Gal 1:9). Often though the participle functions like an adjective describing a noun: "Then the *stumbling* block of the cross has been abolished." (Gal. 5:11).

Exercise 1.6

Underline the participles in the following sentences:

Matt. 2:18 "A voice was heard in Ramah, Weeping and great mourning, Rachel weeping for her children; And she refused to be comforted, Because they were no more."

1 Cor. 7:14 For the unbelieving husband is sanctified through his wife, and the unbelieving wife is sanctified through her believing husband; for otherwise your children are unclean, but now they are holy.

Acts 2:7 And they were amazed and marveled, saying, "Why, are not all these who are speaking Galileans?

Prepositions

Prepositions are small, connecting words that come directly before a noun (or pronoun) and describe *where*, *how*, *when*, and sometimes *why*. Prepositions are "pre" positioned before nouns: *among* the multitude; *before* the altar, *from* the city, *in* Christ, *until* He returns. Prepositions connect a noun or pronoun to another word in the sentence: Moses led us *out of* the land of Egypt. The noun connected (*the land*) is the **object of the preposition**. The preposition plus its object and any modifiers is a **prepositional phrase**.

Figure 1.2, Common Prepositions

About	beneath	in spite of	round
Above	beside	instead of	since
According to	between	into	through
Across	beyond	like	throughout
After	by	near	till
Against	concerning	next to	to
Along	despite	of	toward
Among	down	off	under
Around	during	on	underneath
As	during	onto	unlike
Aside from	except	out	until
At	for	outside	up
Because of	from	over	upon
Before	in	past	with
Behind	inside	regarding	within

Exercise 1.7

In the following sentences circle the preposition and underline the entire prepositional phrase.

2 Cor. 7:5 For even when we came into Macedonia our flesh had no rest, but we were afflicted on every side: conflicts without, fears within.

Rom. 1:13 And I do not want you to be unaware, brethren, that often I have planned to come to you (and have been prevented thus far) in order that I might obtain some fruit among you also, even as among the rest of the Gentiles.

Eph. 1:7 In Him we have redemption through His blood, the forgiveness of our trespasses, according to the riches of His grace,

Conjunction

A conjunction is a word that links words, phrases, and clauses. A phrase is a group of words that lacks a subject, predicate, or both. A clause has both a subject and a predicate and can stand alone as a sentence. There are three different kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.

Coordinating conjunctions link or coordinate words or word groups of equal grammatical form. (*and, but, or, nor, for, so, yet*). In, "But if we are afflicted, it is for your comfort and salvation; or if we are comforted, it is for your comfort, which is effective in the patient enduring of the same sufferings which we also suffer" (2 Cor. 1:6) the "but" is a conjunction. However, the "for" is a preposition not a conjunction because it is not used to link words or phrases.

Correlative conjunctions are two or more linking words that work together but are not found together. Thus they "co-relate" two or more things (*either. . .or; not only. . .but also*). In the verse, "Give no offense either to Jews or to Greeks or to the church of God" (1 Cor. 10:32), three equal groups, Jews, Greeks, the church of God, are related together.

Subordinating conjunctions link a subordinate clause to a main clause, thus they put one clause under the main clause (*after, although, as if, because, if, when, while*). A subordinate clause has a subject and verb, but cannot stand alone. In the verse, "we are the true circumcision, who worship in the Spirit of God and glory in Christ Jesus and put no confidence in the flesh, although I myself might have confidence even in the flesh." (Phil. 3:3–4). In this verse the clause, "although I myself might have confidence even in the flesh" derives its meaning from its relationship to the main clause, "we are the true circumcision who put no confidence in the flesh." The idea of the subordinating clause expresses an exception so Paul uses the word "although,"

Exercise 1.8 Place a C over the coordinating conjunctions, an O over the correlative conjunctions, and an S over the Subordinating conjunctions.

Rom. 1:21 For even though they knew God, they did not honor Him as God, or give thanks; but they became futile in their speculations, and their foolish heart was darkened.

James 5:12 But above all, my brethren, do not swear, either by heaven or by earth or with any other oath; but let your yes be yes, and your no, no; so that you may not fall under judgment.

2 Cor. 10:12 For we are not bold to class or compare ourselves with some of those who commend themselves; but when they measure themselves by themselves, and compare themselves with themselves, they are without understanding.

Interjections

A word which stands by itself or is inserted or interjected into a clause to exclaim or command attention (*Behold*! *Stop*! *May it never be*!)

Greek Parts of Speech

For the purposes of this manual we will examine only two parts of speech in the Greek: the noun and the verb. As part of the noun system we focus on the uses of the four main cases in Greek, excluding the vocative which is rare. As part of the verb study we will examine finite verbs and verbals. It is beyond the scope of this manual to examine the article, adverbs, prepositions, conjunctions, and interjections.

The study of Greek grammar can open a world of new insights into the meaning of the New Testament. However, this does not come without the disciplined commitment to follow a set procedure. In these pages the student will be introduced to a step by step procedure for investigating Greek grammar and syntax of nouns and verbs. Think of the words in each verse as part of the building blocks of meaning. One part of that meaning comes from the lexical meaning of the word, the other from its function in the sentence. In the first section we will begin by understanding nouns and their different roles.

Scope and Limitations of the Project

This manual is limited to teaching the student the nuances of the noun and the verb, including participles and infinitives. In the discussion of the usage of the various cases, tenses, voices, and moods, the material will not address the more rare uses. Since the optative mood is used less than seventy times, it too is left out. The experience of the writer is such that anything more will be too much for the non-Greek student to fully understand without learning the language itself.

Figure 2.1, English cases.

	Subjective	Objective	Possessive
Nouns	lamb	lamb	lamb's
	servant	servant	servant's

Number

Nouns also are identified by **number**. English nouns are either singular or plural. In English the plural is formed by adding *–s*, *–es*, or with irregular nouns like *man, men*; *person, people*; *child, children.*

Exercise 2.1

1. Please underline the nouns in each of the following verses and then place over each either a P for proper noun, C for common noun, CL for collective noun, CO for concrete noun, or A for abstract .
   a. The Pharisees and all the Jews do not eat unless they carefully wash their hands.
   b. And it came about soon afterwards, that He went to a city called Nain; and His disciples were going along with Him, accompanied by a large multitude.
   c. And they returned to Jerusalem with great joy.
   d. "If you keep My commandments, you will abide in My love; just as I have kept My Father's commandments, and abide in His love.
   e. And in the same region there were some shepherds staying out in the fields, and keeping watch over their flock by night.
2. Please underline the nouns in these sentences and place over each either an S for subjective, O for objective, or P for possession.
   a. John is writing a new commandment to you.
   b. Jesus and Peter were walking on the water.
   c. God gives eternal life to those who believe on His Son.
   d. John's gospel is the fourth gospel, but the gospel of Matthew is first.
   e. Jesus raised Martha's brother from the dead.

CHAPTER 3

Nouns in Greek: Introduction to Gender, Number, Case

Nouns in Greek function very much like nouns in English. Since Greek is an inflected language,[6] writers can use nouns with much more precision, it is up to the student to explain the significance. Nouns in Greek have gender, number, and case.

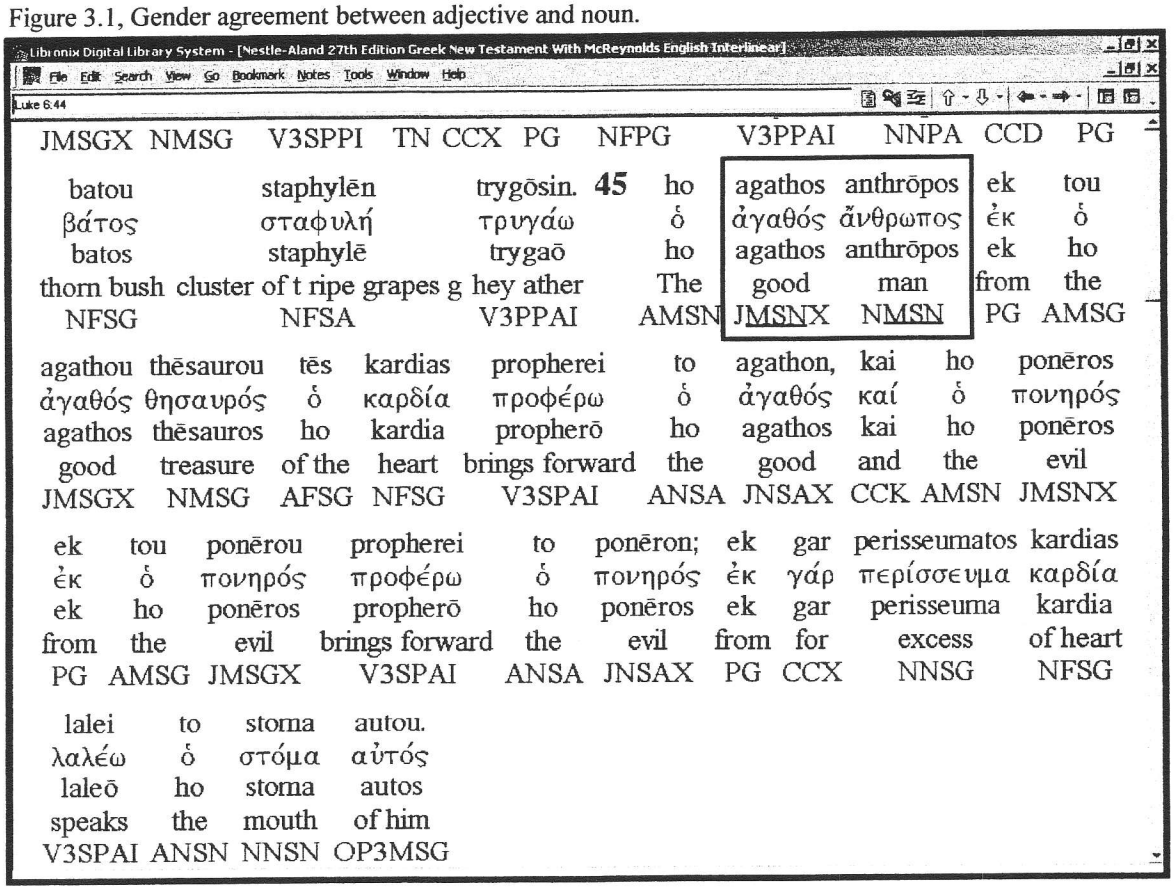
Gender

In inflected languages the gender of a noun plays a much more important role than in English. In English gender is sometimes associated with sex, if something is clearly male or associated with males it is referred to as a *he*, if female, it is a *she*, if neither male nor female the gender is a neuter *it*. Yet in Greek the gender of a noun is normally determined by grammar, not sex. "Lamp" and "crown" are both inanimate objects and in English would be neuter, yet in Greek lamp is a feminine noun and crown is a masculine noun.

Gender becomes important because in Greek, **an adjective must agree with the noun it modifies in gender, case, and number**. In the phrase "the golden crown," "golden" in Greek must have a masculine ending, as does "crown." But if the sentence read "the golden lampstand" then the adjective "gold" must be in a feminine singular form to match the feminine singular noun "lampstand." When you are looking for the adjectives modifying a noun they will always have the same abbreviations underneath as the noun.

In the example below from Luke 6:45 the first phrase is "*ho agathos anthrōpos*" which means "the good man." Notice that under "man" is the abbreviation NMSN: noun, masculine, singular, nominative. Note that the adjective "good" is designated by a letter "J" (for adjective) followed by the same MSN.

Figure 3.1, Gender agreement between adjective and noun.



Exercise 3.1

In the figure above there is one other adjective noun combination, identify it and its parsing.

Inflection means that words have distinct forms created by the addition of prefixes and suffixes to indicate person, number, case, gender, tense, voice, and mood.

Number

Nouns in Greek are also parsed in terms of number, singular or plural. Adjectives, articles, and pronouns must agree with the noun they relate to in terms of both gender and number.

Case

Nouns, pronouns, adjectives, definite articles, participles and infinitives are all distinguished by case, their function in the sentence. In the New Testament almost three out of five words have case. Unlike English, Greek cases are indicated by specific endings given to each word. In English, subject and object are usually indicated by their position in the sentence. Thus in "the boy hit the ball" it is clear that "boy" is the subject because of word order. In "the ball hit the boy" it is again clear that "ball" is the subject of the sentence. In Greek, the word order can remain the same, but the sentences meaning is changed by changing the case of the noun. By simply looking at the ending of a noun, the reader can instantly tell if it is the subject, direct object, indirect object, or indicates possession.

Advanced Note

In some grammars Greek is taught with eight cases and in other grammars Greek is taught with five cases. The eight case system emphasizes the differences in the function of the cases. However, in Greek the eight cases have only five different forms or spellings. A genitive and an ablative are spelled the same way, the only way to differentiate them is by usage or function. Sometimes this is difficult. In the five case system the emphasis is on the form or spelling of the word. This grammar follows the five case system.[7]

In Greek, as in English, nouns are classified according to gender, number, and case. This order is followed in this manual for simplification since this is the order followed in the abbreviations of the McReynolds *Interlinear* as found in the *Libronix* software. So when we look at a noun, there will be four initials in the lowest row underneath the noun. "N" for noun, followed by a letter indicating the gender, "M" for Masculine, "F" for feminine and "N" for Neuter. The third letter indicates number, "S" for singular, "P" for plural. The fourth letter indicates the case. "N" stands for nominative, "G" for genitive, "D" for dative, "A" for accusative.

Examples:

NMSA= Noun, Masculine, Singular, Accusative

NNSG=Noun, Neuter, Singular, Genitive

Exercise 3.2

Identify the following sets of abbreviations.

1. NFPD
2. NNSA
3. NNPN
4. NMPG
5. NFSA

[7] Daniel B. Wallace, *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament* (Grand Rapids: Zondervan, 1996), 32–34.

6. Identify the nouns in Roman. 5:1 in the figure below and identify them in terms of the gender, number, and case.

Romans 5:1

5 Δικαιωθέντες	οὖν	ἐκ	πίστεως	εἰρήνην	ἔχομεν	πρὸς	τὸν	θεὸν
Dikaiōthentes	oun	ek	pisteōs	eirēnēn	echomen	pros	ton	theon
δικαιόω	οὖν	ἐκ	πίστις	εἰρήνη	ἔχω	πρός	ὁ	θεός
dikaioō	oun	ek	pistis	eirēnē	echō	pros	ho	theos
Having been made right	then	from	trust	peace	we have	toward	the	God
VAPPMPN	CCQ	PG	NFSG	NFSA	V1PPAI	PA	AMSA	NMSA

διὰ	τοῦ	κυρίου	ἡμῶν	Ἰησοῦ	Χριστοῦ **2**	δι'	οὗ	καὶ	τὴν
dia	tou	kyriou	hēmōn	Iēsou	Christou	di'	hou	kai	tēn
διά	ὁ	κύριος	ἡμεῖς	Ἰησοῦς	Χριστός	διά	ὅς	καί	ὁ
dia	ho	kyrios	hēmeis	Iēsous	Christos	dia	hos	kai	ho
through	the	Master	of us	Jesus	Christ	through	whom	also	the
PG	AMSG	NMSG	OP1PG	NMSG	NMSG	PG	ORRMSG	BX	AFSA

7. Pick out the nouns in John 21:8 in the figure below and identify them in terms of the gender, number, and case.

John 21:8

γυμνός,	καὶ	ἔβαλεν	ἑαυτὸν	εἰς	τὴν	θάλασσαν, **8**	οἱ	δὲ	ἄλλοι	μαθηταὶ
gymnos,	kai	ebalen	heauton	eis	tēn	thalassan,	hoi	de	alloi	mathētai
γυμνός	καί	βάλλω	ἑαυτοῦ	εἰς	ὁ	θάλασσα	ὁ	δέ	ἄλλος	μαθητής
gymnos	kai	ballō	heautou	eis	ho	thalassa	ho	de	allos	mathētēs
naked	and	he threw	himself	into	the	sea	the	but	other	learners
JMSNX	CCK	V3SAAI	OX3MSA	PA	AFSA	NFSA	AMPN	CCV	OADMPN	NMPN

τῷ	πλοιαρίῳ	ἦλθον,	οὐ	γὰρ	ἦσαν	μακρὰν	ἀπὸ	τῆς	γῆς	ἀλλὰ	ὡς	ἀπὸ
tō	ploiariō	ēlthon,	ou	gar	ēsan	makran	apo	tēs	gēs	alla	hōs	apo
ὁ	πλοιάριον	ἔρχομαι	οὐ	γάρ	εἰμί	μακράν	ἀπό	ὁ	γῆ	ἀλλά	ὡς	ἀπό
ho	ploiarion	erchomai	ou	gar	eimi	makran	apo	ho	gē	alla	hōs	apo
in the	small boat	came	not	for	they were	far	from	the	land	but	as	from
ANSD	NNSD	V3PAAI	TN	CSC	V3PIAI	BX	PG	AFSG	NFSG	CCV	TP	PG

πηχῶν	διακοσίων,	σύροντες	τὸ	δίκτυον	τῶν	ἰχθύων. **9**	ὡς	οὖν	ἀπέβησαν
pēchōn	diakosiōn,	syrontes	to	diktyon	tōn	ichthyōn.	hōs	oun	apebēsan
πῆχυς	διακόσιοι	σύρω	ὁ	δίκτυον	ὁ	ἰχθύς	ὡς	οὖν	ἀποβαίνω
pēchys	diakosioi	syrō	ho	diktyon	ho	ichthys	hōs	oun	apobainō
cubits	two hundred	dragging	the	net	of the	fish	As	then	they went off
NMPG	JMPGX	VPAPMPN	ANSA	NNSA	AMPG	NMPG	CST	CCQ	V3PAAI