# Dan

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# Core Paradigm Review Worksheet

This worksheet contains all of the core paradigms and key information you need to know to master beginning Greek. It is designed to be used while working through the Mounce’s Basics of Biblical Greek (BBG) and contains page numbers referring to the 3rd Edition.

## How to use this worksheet

There are two ways to review the worksheet. If you have a printer and paper, use any paper that has a blank side, and print the worksheet on the blank side. If you’re using fresh sheets, print the worksheet on both sides.

Alternatively, you can use a tablet such as an iPad with an app like Notability (from gingerlabs.com), which allows you to import PDF documents. Import the PDF of the worksheet, fill it in and then erase your work and repeat.

## Reviewing the worksheet

Each chapter has core concept that you’ll need to know. Use this worksheet as a template to learn each paradigm and principle as you come to it. Make sure you review regularly so that you don’t lose what you’ve learned.

Start by writing out as much of the paradigm as you can remember and then check your work and fill in any blanks from the grammar. Once you’ve done this, close the workbook and try to fill in paradigm again from memory. Repeat this process until you can fill in the paradigm from memory – without referring to the grammar.

Once you’re able to fill in a paradigm, start timing how long it takes you to fill it in, and challenge yourself to be able to complete each paradigm faster and set yourself speed goals. For example, aim to be able to write out the article paradigm in less than 25 seconds.

Once you’ve mastered a paradigm, make sure you review it at least weekly to ensure that you retain your knowledge of it.

## When should I stop using this sheet?

Knowing paradigms is a temporary step to help you identify how words change. As you move from beginning Greek into regularly reading the Greek New Testament, you will begin to identify words without having to think in paradigms. When you can reliably parse words, begin to increase the interval between reviews, while monitoring your ability with the language. As long as your parsing doesn’t take a dramatic drop in reliability, you can continue to reduce your reviews of the worksheet.

**Write out the full paradigm for the article. (p46)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *masc* | *fem* | *neut* |  |  | *masc* | *fem* | *neut* |
| *nom sg* |  |  |  |  | *nom sg* |  |  |  |
| *gen sg* |  |  |  |  | *gen sg* |  |  |  |
| *dat sg* |  |  |  |  | *dat sg* |  |  |  |
| *acc sg* |  |  |  |  | *acc sg* |  |  |  |
|  |  |  |  |  |  |  |  |  |
| *nom pl* |  |  |  |  | *nom pl* |  |  |  |
| *gen pl* |  |  |  |  | *gen pl* |  |  |  |
| *dat pl* |  |  |  |  | *dat pl* |  |  |  |
| *acc pl* |  |  |  |  | *acc pl* |  |  |  |

**Master Case ending chart (p83)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | *1st/2nd declension* |  | *3rd declension* |
|  | *masc* | *fem* | *neut* |  | *masc/fem* | *neut* |
| *nom sg* |  |  |  |  |  |  |
| *gen sg* |  |  |  |  |  |  |
| *dat sg* |  |  |  |  |  |  |
| *acc sg* |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| *nom pl* |  |  |  |  |  |  |
| *gen pl* |  |  |  |  |  |  |
| *dat pl* |  |  |  |  |  |  |
| *acc pl* |  |  |  |  |  |  |

**Describe attributive, substantival and predicate adjectives (p67-68)**

 - Identify which is anarthrous and which is not and the order of words

**Square of stops (p84)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *category of stop* | *unvoiced* | *voiced* | *aspirates* | *with sigma* |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Πας Paradigm (p86)**

**Don’t forget the movable Nu’s!**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 3 (masc) | 1 (fem) | 3 (neut) |
| *Nom sg* |  |  |  |
| *Gen sg* |  |  |  |
| *Dat sg* |  |  |  |
| *Acc sg* |  |  |  |
| *Nom pl* |  |  |  |
| *Gen pl* |  |  |  |
| *Dat pl* |  |  |  |
| *Acc pl* |  |  |  |

**Noun Rules: (p346)**

1. Stems ending in \_\_\_\_\_\_\_ or \_\_\_\_\_\_ are in the \_\_\_\_\_\_ declension, stems ending in \_\_\_\_\_\_\_\_\_ are in the \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stems are in the \_\_\_\_\_\_\_\_\_\_\_\_
2. Every \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ word has the \_\_\_\_\_\_\_\_\_ form in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Almost all \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words end in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ if possible
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ often change their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)
6. In the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will always be identical
7. Square of stops (above)
8. A \_\_\_\_\_\_\_\_ cannot stand at the \_\_\_\_\_\_\_\_\_\_\_\_of a \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

**Prepositions:**

Write out the meanings for the following words with cases:

ἐπί

ἀπό

ἐκ

ὑπέρ

παρά

ὑπο

πρός

εἰς

περί

διά

ἐν

κατά

**Conjunctives and tricky words:**

Write out the meanings of the following words with their respective cases (where necessary):

ὅτι

εἰ

οὐδέ

οὐδείς

σύν

ἄν

ἐάν

ἔξω

ἦν

ἵνα

ὧδε

ὥστε

μέν

οὖν

οὔτως

πῶς

τε

τότε

ἐαυτοῦ

ἔχω

ἤ

ἔως

ὅταν

ὄπου

ὄπως

ὄσος

ὄτε

**Personal Pronouns**

Fill in the paradigm for the following personal pronouns with its meaning.

ἐγώ, σύν (p92)

|  |  |  |
| --- | --- | --- |
|  | *First Person* | *Second Person* |
|  | *Greek form* | *Meaning* | *Greek form* | *Meaning* |
| *nom sg* | ἐγώ | I |  |  |
| *gen sg* |  |  |  |  |
| *dat sg* |  |  |  |  |
| *acc sg* |  |  |  |  |
| *nom pl* |  |  |  |  |
| *gen pl* |  |  |  |  |
| *dat pl* |  |  |  |  |
| *acc pl* |  |  |  |  |

**Third declension forms (p94-96)**

Choose four of the following stems, write the stem in the top of the column and complete the paradigm for it (don’t forget the movable n).

\*χαριτ, \*φωτ, τό, \*ελπιδ, \*σαρκ, \*πίστιν, \*πατήρ, \*ὕδωρ, τό

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Stem* |  |  |  |  |
| *Meaning* |  |  |  |  |
| *nom sg* |  |  |  |  |
| *gen sg* |  |  |  |  |
| *dat sg* |  |  |  |  |
| *acc sg* |  |  |  |  |
| *nom pl* |  |  |  |  |
| *gen pl* |  |  |  |  |
| *dat pl* |  |  |  |  |
| *acc pl* |  |  |  |  |

# Verbs

**Indicative mood Connecting vowel (p132):**

In the indicative mood, if the personal ending begins with a \_\_\_\_\_\_ or a \_\_\_\_\_\_\_\_, the connecting vowel is \_\_\_\_\_\_\_\_\_\_; the connecting vowel in every other case is \_\_\_\_\_\_\_\_\_. If no personal ending is used the connecting vowel can be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is a contract verb?

**Fill in the following chart to learn contractions**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | ε | ο | η | ῃ | ει | ου | ω |
| ε |  |  |  |  |  |  |  |
| ο |  |  |  |  |  |  |  |
| α |  |  |  |  |  |  |  |

**Contraction Quiz (p141-142)**

What vowels could possibly have contracted to the following forms. If there is more than one possible option, you only need to list one. Where I list the same contraction (ου), do not give the same answer as before. **Don’t look** at the contraction chart you filled in above

|  |  |  |
| --- | --- | --- |
| *a.* | ῃ |  |
| *b.* | ου |  |
| *c.* | ου |  |
| *d.* | ου |  |
| *e.* | οι |  |
| *f.* | ει |  |
| *g.* | ω |  |

Fill out the Master Verb Chart **(p230)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| tense | *aug/**redup.* | *tense stem* | *tense form.* | *conn. vowel* | *personal  endings* | *1st sing paradigm* |
| present act |  |  |  |  |  |  |
| Pres mid/pass |  |  |  |  |  |  |
| Imperfect active |  |  |  |  |  |  |
| Imperfect mid/pas |  |  |  |  |  |  |
| Future Act |  |  |  |  |  |  |
| Liquid fut act |  |  |  |  |  |  |
| Future Middle |  |  |  |  |  |  |
| Liquid fut mid |  |  |  |  |  |  |
| 1st future pass |  |  |  |  |  |  |
| 2nd future pass |  |  |  |  |  |  |
| 1st aorist act |  |  |  |  |  |  |
| Liquid aorist act |  |  |  |  |  |  |
| 2nd aorist act |  |  |  |  |  |  |
| 1st aorist mid |  |  |  |  |  |  |
| 2nd aorist mid |  |  |  |  |  |  |
| 1st aorist pass |  |  |  |  |  |  |
| 2nd aorist pass |  |  |  |  |  |  |
| 1st perfect act |  |  |  |  |  |  |
| 2nd perfect act |  |  |  |  |  |  |
| Perfect mid/pass |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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Fill out the Master Personal Ending Chart **(p187)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  *Active Voice* |  | *primary tenses* |  | *secondary tenses* |
| *1 sg* |  |  |  |  |  |
| *2 sg* |  |  |  |  |  |
| *3 sg* |  |  |  |  |  |
|  |  |  |  |  |  |
| *1 pl* |  |  |  |  |  |
| *2 pl* |  |  |  |  |  |
| *3 pl* |  |  |  |  |  |
|  |  |  |  |  |  |  |
| *middle/passive voice* | *1 sg* |  |  |  |  |  |
| *2 sg* |  |  |  |  |  |
| *3 sg* |  |  |  |  |  |
|  |  |  |  |  |  |
| *1 pl* |  |  |  |  |  |
| *2 pl* |  |  |  |  |  |
| *3 pl* |  |  |  |  |  |

# Participles

Six participle forms of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ participle

|  |  |  |  |
| --- | --- | --- | --- |
|  | masc | fem | neut  |
| nom sg |  |  |  |
| gen sg |  |  |  |

Six participle forms of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ participle

|  |  |  |  |
| --- | --- | --- | --- |
|  | masc | fem | neut  |
| nom sg |  |  |  |
| gen sg |  |  |  |

Six participle forms of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ participle

|  |  |  |  |
| --- | --- | --- | --- |
|  | masc | fem | neut  |
| nom sg |  |  |  |
| gen sg |  |  |  |

Six participle forms of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ participle

|  |  |  |  |
| --- | --- | --- | --- |
|  | masc | fem | neut  |
| nom sg |  |  |  |
| gen sg |  |  |  |

Six participle forms of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ participle

|  |  |  |  |
| --- | --- | --- | --- |
|  | masc | fem | neut  |
| nom sg |  |  |  |
| gen sg |  |  |  |

Master Particple Chart (**p283**)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tense/Voice | Redup | Stem | t.f./c.v | Morpheme | Nom Plural | Six memory forms |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |

Participle Morpheme Chart (p283)

|  |  |  |
| --- | --- | --- |
| Morpheme | Tense/Voice | Case Endings |
|  |  |  |
|  |  |  |
|  |  |  |

Participle Translation procedure (p250)

Master Nonindicative Verb Chart (p296)

***Subjunctive***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tense | Aug/ Redup | Tense Stem | Tense form | Conn Vowel | Personal Endings | 1st Sing Paradigm |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |

Infinitive Morpheme Chart (**p306**)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Present | 1st Aorist | 2nd Aorist | Perfect |
| Active |  |  |  |  |
| Middle |  |  |  |  |
| Passive |  |  |  |  |

Infinitive Morpheme Chart

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Present | 1st Aorist | 2nd Aorist | Perfect |
| Active |  |  |  |  |
| Middle |  |  |  |  |
| Passive |  |  |  |  |

Five uses of the infinitive

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Preposition and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 a. διά

 b. είς

 c. πρός

 -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 a. πρό

 b. ἐν

 c. μετά

4. Expresses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 a. είς or πρός

 b. articular infinitive

 c. infinitive by itself

5. Expresses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Infinitive Morpheme Chart (**p306**)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Present | 1st Aorist | 2nd Aorist | Perfect |
| Active |  |  |  |  |
| Middle |  |  |  |  |
| Passive |  |  |  |  |

Infinitive Morpheme Chart (**p306**)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Present | 1st Aorist | 2nd Aorist | Perfect |
| Active |  |  |  |  |
| Middle |  |  |  |  |
| Passive |  |  |  |  |

Imperative Morpheme Chart (**p316**)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Act & Aor Pas | Middle Pas |  |  | Act & Aor Pas | Middle Pas |
| 2sg |  |  |  | 2sg |  |  |
| 3sg |  |  |  | 3sg |  |  |
| 2sg |  |  |  | 2sg |  |  |
| 3sg |  |  |  | 3sg |  |  |

Imperative Paradigm (**p317**)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Active | Middle/Passive | Passive |
| Present 2sg |  |  |  |
| 3sg |  |  |  |
| 1st Aorist 2sg |  |  |  |
| 3sg  |  |  |  |
| 2nd Aorist 2sg |  |  |  |
| 3sg |  |  |  |

**Five Rules of Athematic verbs**

1. **μι verbs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **μι verbs do not use a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **μι verbs use 3 different \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **Stem vowels on μι verbs can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **Most μι verbs use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as their tense formative**