INTRODUCTION TO NEW TESTAMENT GREEK

LEARNING THE FOUNDATION LANGUAGE OF THE NEW TESTAMENT

"Canst thou speak Greek?"
Acts 21:37

A Bible-Believing Study Guide

Part of the PRACTICAL DOCTRINE ADVANCED BIBLE STUDY COURSE

AV 1611 Bible Companion

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## A Note Concerning the Cork Bible Institute

This study course is intended to be used in conjunction with the Cork Bible Institute and contains Quizzes and a Final Exam that can be applied towards credit in the Institute. If you want your participation in this course to be part of an overall course accreditation, please inform Pastor Ledbetter and he will make sure your records are retained. Your attendance will be recorded.

## Class Requirements:

To pass this course, you will need to complete the following:

1. Fill-in all the following notes
2. Attend 80% of the classes
3. Pass the Final Exam
4. Memorize the 100 Greek Words, Letters of the Greek alphabet, and particulars of the Greek language.
Introduction to New Testament Greek

A Study of the Language Behind the New Testament

Lesson Verse: John 3:7

"Marvel not that I said unto thee, Ye must be born again." John 3:7

μη θαυμάσῃς οτι ειπαν σοι δει υμας γεννηθήναι ανωθεν.

The Greek of the New Testament

A. Brief History of Greek

1. The Land and the Empire - Greece
   a. Main Biblical Empires of History - after the Flood
      1) ______________ - Tower of Babel (2500 BC)
      2) Egypt - Egyptian language (2000 BC - 1500 BC)
      3) Assyrian - Assyrian language (2Kgs 18:26) (900 BC - 700 BC)
      4) ______________ - Babylonian language (700 BC - 500 BC)
      5) Persian - Persian Language (500 BC - 400 BC)
      6) Greek - Greek language (400 BC - 200 BC)
      7) Roman - Latin language (200 BC - 300 AD)
      8) ______________ (Rome again) - Latin language (yet future)
   b. Historical and mythological figures include:
      1) Alexander the Great (356-323BC) - leader who drank himself to death upon news that there
         was no more of the world to conquer
      2) ______________ (469-399BC) - philosopher
      3) ________________ (384-323 BC) - philosopher
      4) All the Greek mythological "gods": Zeus, Jupiter, Mercury, Mt. Olympus, etc.

2. The Language
   a. There are two major language groups in the world left over from Babel (Gen 11) - languages
      seem to have split into two groups:
      1) The Indo-European Languages:
         a) ______________
         b) Italic - turns into the Latin
         c) ______________
         d) Germanic
         e) Balto-Slavic
         f) Indo-Iranian
      2) The Semitic Languages:
         a) ______________Aramaic - similar to Hebrew
         b) Arabic
         c) Ethiopic
         d) Akkadian (the language of Babylon and Assyria)
   b. Out of these basic languages has "evolved" our modern languages.
   c. Notice that God chose one language from each group to put His word into: The Greek and the
      Hebrew - with a little being written in ______________ (Dan 2:4b - 7:28; Ezra 4:8 - 6:18; 7:12
      - 26; Jer 10:11).
   d. On the cross, Jesus' title is in the three primary languages of the area (Jn 19:19,20):
      __________, __________, and ____________.

- 3 -
B. Different forms of Greek

1. ______________________ - this is the "high" form of the language used by the philosophers and intelligencia. It is very formal, and hard to read and enjoy like the Koine.
3. ______________________ - This is the modern form of the language which is spoken in the country of Greece.

C. Uses of the Greek

1. Abuses (1Cor 1:22,23).
   a. To try and __________________ (1Cor 8:1; Rom 12:16)
   b. As the only, or primary source of instruction - spend so much time trying to understand the New Testament from the Greek that they never learn what it says in their own tongue (Rom 1:22).
   c. As the authority - using scholarship over the Holy Spirit (Jn 16:13). Learning from books ______ the Bible, and teaching about what the Bible says, or "may be" trying to say, etc, etc, etc (Mt 15:14). Jesus did not say, "Search the commentaries!"
   d. The main problem here is that people do not believe God could have not only inspired the Bible, but also preserve it even into their own language (Mt 24:35).

2. Correct Usage
   a. As '___' source of instruction - great stuff to learn other languages, especially the languages that God used to speak into history!
   b. As a means to show the veracity of the Bible's message - the Greek is the basis of the New Testament, and can be proven to be the word of God - but you are teaching and ministering not to a Greek speaking world, so minister in their language as God has provided!

D. The Bible's references to the Greek language:

1. Jesus spoke _______________ in Greek (Rev 1:8). He did not say, I am the Aleph, and the ______
2. Paul spoke Greek (Acts 21:37), along with about __ other languages.

E. The Importance of Language

1. God divided the languages on purpose (Gen 11:1,6,7,9; see also Acts 17:26)
2. God already communicates with the whole world without a unified language – by Creation, and the Conscience (Ps 19:3; Rom 1:19-21). But those languages cannot save – only the word of God in their language can save a soul (1Pet 1:23)
3. There is a pure language – ______________ (Zeph 3:9; 8:23)
4. Missionaries are sent to people who have strange speech and a hard language (Ezek 3:5)
5. God wants the whole world to hear the word of God in their own language (Acts 2:6; Rom 10:13-15). We CANNOT wait for the world to learn Hebrew, or Greek, or even English!
6. Translation is the process by which something is moved from one realm to another (Col 1:13) – i.e., from one language to another, or one place to another. God perfectly authors the words of Scripture (inspires), preserves those words, and then guides the translation of those words, if we seek His help. Just remember that Satan’s primary attack will always be against the word of God (Gen 3:1-4)

The Greek Alphabet

“I am Alpha and Omega, the beginning and the end, the first and the last.” Revelation 22:13

Notice the symbol for the first letter is "a" and the name of the letter is "ahl-fah." We have the sound in our English word "father." Practice writing the symbol and saying its name. A good exercise would be to try to think of other English words, beside "father," that have the same SOUND. For instance, "cot, bother, lock, rod" for the omicron letter. Remember, we are looking for the same SOUND, not necessarily the same letter. Now, to memorise these letter and their sounds, do the following:

Practice saying the letter's name - as in Alpha. Then write out the smaller (lower) letter - ignore the capital letters for a while, until you have memorised the smaller ones first.
Go through each group of letters, and learn them in sequence - as in: Alpha, Beta, gamma, Delta, Epsilon. Keep going over and over this group of letters until you know them by sight, their sound, and how to write them in Lower case letters.

Memorise all the groups, and make sure you can start from Alpha, and work your way through all the letters to the ones you are learning.

<table>
<thead>
<tr>
<th>Capital</th>
<th>Lower</th>
<th>Like</th>
<th>Name</th>
<th>Pronounced as in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>α</td>
<td>A</td>
<td>Alpha (ahl-fah)</td>
<td>a f__ther</td>
</tr>
<tr>
<td>B</td>
<td>β</td>
<td>B</td>
<td>Beta (bay-tah)</td>
<td>b __all</td>
</tr>
<tr>
<td>Γ</td>
<td>γ</td>
<td>Gamma (gahm-ma)</td>
<td>g __one</td>
<td></td>
</tr>
<tr>
<td>Δ</td>
<td>δ</td>
<td>Delta (dell-tah)</td>
<td>d __og</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>ε</td>
<td>E</td>
<td>Epsilon (ep-sih-lawn)</td>
<td>e m__t</td>
</tr>
<tr>
<td>Z</td>
<td>ζ</td>
<td>Zeta (dzay-tah)</td>
<td>z a__e</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>η</td>
<td>Eta  (ay-tah)</td>
<td>a th__y</td>
<td></td>
</tr>
<tr>
<td>Θ</td>
<td>θ</td>
<td>Theta (thay-tah)</td>
<td>th ____rone, ____in</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>i</td>
<td>Iota (ee-oh-tah)</td>
<td>i f__, mach__ne</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>κ</td>
<td>Kappa (kop-ah)</td>
<td>k __ing</td>
<td></td>
</tr>
<tr>
<td>Λ</td>
<td>λ</td>
<td>Lambda (lahm-dah)</td>
<td>l __ong</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>μ</td>
<td>Mu   (moo)</td>
<td>m __en</td>
<td></td>
</tr>
<tr>
<td>Ν</td>
<td>ν</td>
<td>Nu   (new)</td>
<td>n __ew</td>
<td></td>
</tr>
<tr>
<td>Ξ</td>
<td>ξ</td>
<td>XI   (ksee, or like &quot;sigh&quot;)</td>
<td>ks li______, as____</td>
<td></td>
</tr>
<tr>
<td>Ο</td>
<td>ο</td>
<td>Omicron (au-mih-crawn)</td>
<td>o l__g</td>
<td></td>
</tr>
<tr>
<td>Π</td>
<td>π</td>
<td>Pi   (pea, pie)</td>
<td>p __ea</td>
<td></td>
</tr>
<tr>
<td>Ρ</td>
<td>ρ</td>
<td>Rho  (hrow)</td>
<td>r he__</td>
<td></td>
</tr>
<tr>
<td>Σ</td>
<td>σ</td>
<td>Sigma (sig-mah)</td>
<td>s __ign</td>
<td></td>
</tr>
<tr>
<td>Τ</td>
<td>τ</td>
<td>Tau  (rhyme with &quot;how&quot;)</td>
<td>t __en</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>υ</td>
<td>Upsilon (oop-sih-lawn)</td>
<td>u n____ (German 'u')</td>
<td></td>
</tr>
<tr>
<td>Φ</td>
<td>ϕ</td>
<td>Phi  (fee, or phi)</td>
<td>ph ____one</td>
<td></td>
</tr>
<tr>
<td>Χ</td>
<td>χ</td>
<td>Chi  (key, or chi)</td>
<td>x Ba____ (composer)</td>
<td></td>
</tr>
<tr>
<td>Ψ</td>
<td>ψ</td>
<td>Psi  (psee, or psi)</td>
<td>ps li____</td>
<td></td>
</tr>
<tr>
<td>Ω</td>
<td>ω</td>
<td>Omega (oh-may-gah)</td>
<td>o __ly</td>
<td></td>
</tr>
</tbody>
</table>

Some things to note (and memorise) about the Greek alphabet

A. The Sigma letter is always 'σ' when inside a word, and 'ς' when at the end.
B. You will find the Phi letter written either as a 'φ' or as 'ϕ'.
C. There are several English letter-sounds missing in the Greek language: C, H (it is replaced by a breathing mark), J, Q, V, W, and Y.
D. Exercises

1. Practice sounding out each letter group (i.e., α β γ δ ε) several times until you know that group
2. Mainly focus on memorizing the lower case letters first
3. Then go back and familiarise yourself with the UPPER case letters
4. Make sure that you are able to associate the sound of each letter with the sound of a letter in an English word
Phonetics - Vowels, Diphthongs, and Breathings

A. Seven Vowels
1. α, ε, η, ι, ο, υ, ω
2. η is the long form of ε
3. ω is the long form of ο
4. Practice sounding these vowels out, and writing their English equivalent:
   a. α Alpha as in _____________
   b. ε, η Epsilon, Eta as in _____________, and _____________
   c. ι Iota as in _____________
   d. ο, ω Omicron, Omega as in _____________, and _____________
   e. υ Upsilon as in _____________

B. Diphthongs
1. αι = ai in ____________
2. ου = ou in house
3. ει = ei in height, or fate
4. οι = oi in ______
5. ου = ou in group
6. ευ = eu in feud
7. ηυ about the same as ευ
8. υι = we

C. The 'h' sound
1. The sound is indicated by the mark (') over the vowel or diphthong at the beginning of a word.
2. As in όδος = hodos

D. Accents - tells you how to stress your voice in saying the word using pitch or tone. These accents usually go on top of vowels. We will not bother with learning how to use them since they don't need to be mastered to perform basic translation exercises.
1. Acute (´)
2. Grave (`) 
3. Circumflex (~)

E. Four marks of punctuation
1. The period (.) - stops the sentence
2. Comma (,) - not used that much at all - understood by the context that a pause should take place
3. Question mark (;)
4. Semi colon (;)

F. Exercises
1. Practice pronouncing the following words phonetically, and write out the word in English.
   a. αγω ________________
   b. βλεπω ________________
   c. γινωσχω _________________
   d. γραφω ________________
   e. θελω _______________
   f. πεµπω _________________
2. Practice writing out the following letters of the alphabet five times
   a. Alpha ___ ___ ___ ___
   b. Gamma ___ ___ ___ ___
   c. Epsilon ___ ___ ___ ___
   d. Delta ___ ___ ___ ___
   e. Beta ___ ___ ___ ___
3. **More practice with Greek Phonics.** Phonetically spell out (write out each letter as if it were in English) each word of the following portion of Scripture in the spaces provided. Take your time, and notice that some of the letters are in Capitals. You can use the list on page 5, but try and start recalling the letters from memory.

```
ΚΑΤΑ ἩΜΑΝΝΗΝ

ὁ ἀρχή ἦν ὁ λόγος, καὶ ὁ λόγος ἦν πρὸς τὸν θεόν, καὶ
θεός ἦν ὁ λόγος. 2 Οὕτως ἦν ὁ ἀρχὴ πρὸς τὸν θεόν
3 Πάντα ἐν αὐτῷ ἔγενοτο. καὶ χωρὶς αὐτοῦ ἐγενείο ὡδὲ
ἐν ὁ γέγονεν. 4 ᾿Εν αὐτῷ ὄν, καὶ ᾿ὁ ὄν ἦν τὸ φῶς τῶν
ἀνθρώπων. 5 καὶ τὸ φῶς ἐν τῇ σκότῳ φαίνει, καὶ ᾿ἡ σκότια
αὐτὸ ὕπε καὶ ἐλαβεν.
```

4. Practice writing out the following letters of the alphabet five times
   a. Zeta __ __ __ __
   b. Eta __ __ __ __
   c. Theta __ __ __ __
   d. Iota __ __ __ __
   e. Kappa __ ___ __ __
   f. Alpha __ ___ __ __

5. List all of the alphabet that you currently know, in order:

6. List the seven vowels:
   a. __
   b. __
   c. __
   d. __
   e. __
   f. __
   g. __

7. Work backwards from English back into Greek phonetically:
   a. adelphos ______________
   b. anthropos ______________
   c. philos ______________
   d. graphos ______________
   e. ago ______________
   f. doulos ______________
8. Memorise the following **Verbs** (write out the Greek word, and its meaning in the blank following each word):

   a. **αγω** I lead, bring, go __________________________
   b. **βλεπω** I ______ __________________________
   c. **γινωσχω** I ________ __________________________
   d. **γραφω** I ________ __________________________
   e. **θελω** I wish __________________________
   f. **πεµπω** I send __________________________
   g. **αχουω** I hear __________________________
   h. **λεγω** I say __________________________
   i. **πιστευω** I __________________________
   j. **εχω** I have, hold __________________________
   k. **ευρισχω** I find __________________________
   l. **λαµβανω** I take, receive __________________________

9. The **'H'** sound - Rough Breathing Mark

   a. Many Greek words begin with a sound like our English 'h'. The sound is indicated by the sign (’) over a vowel or diphthong.
   b. Notice the following words, and their basic meanings. Write out the English equivalents:

   αδρος - ________ - __________
   ο - ___ - ______
   ευρισχω - ________ - I ________
   ικανος - ________ - ________
   υμαρος - ________ - cheerful (hilarious)
   ηδεως - ________ - ________
   ηλιος - ________ - sun

c. Make sure that you notice in Scripture whether there is just an **accent** on the first vowel, or diphthong, or a "**rough breathing**" mark. The smallest difference will be a wrong translation.
**Endings, Cases, and Tenses**

A. **Verb endings**

1. A Greek verb has three actions called its tense, mode, and voice.
   a. ________ tells you the state of the action of the verb - the TIME of the action (i.e., is it happening in the past, or present, or future).
   b. ________ tells you how the action is made - the MOOD of the action
      1) **Indicative** - makes a statement
      2) **Subjunctive** - has potential – hasn’t happened yet, but will probably, like, something I want to do
      3) **Imperative** - issues a command
   c. ________ tells you how the action is related to the subject. It answers whether the subject of the sentence is
      1) **Active** (is the noun causing the action)
      2) **Middle** (is the noun acting in reference to self)
      3) Or **Passive** (is the noun being acted upon).

2. **Conjugating Verbs.** To give all the variations of a verb in its terminations in the proper order.
   a. **Present Indicative Active (PIA)** - these verbs are occurring in the present - as in "I say", or "I am saying"

   | λεγ-ω  | ει  | I am saying, I say |
   | λεγ-ες | ες  | You are saying, you say (thou art saying, or thou sayest) |
   | λεγ-ει | ει  | he, she, or it is saying, or says |
   | λεγ-ομεν | ομεν | we are saying, we say |
   | λεγ-ετε | ετε | ye are saying, ye say |
   | λεγ-ουσι | ουσι | They are saying, they say |
   | λεγ-ειν | ειν | to be saying, to say |

   **Present Indicative Middle (PIM)** - the subject is acting in the present, with reference to self - as in "I see myself"

   | βλεπ - ομαι | βλεπ - ομαι |
   | - η | - η |
   | - εται | - εται |
   | - ομεθα | - ομεθα |
   | - ονται | - ονται |
   | - εσθαι | - εσθαι |

   **Present Indicative Passive (PIP)** - these endings describe the subject being acted upon in the present, - as in "I am being seen". Notice that these endings are the same as the PIM. Context will tell you the difference.

   | βλεπ - ομαι | βλεπ - ομαι |
   | - η | - η |
   | - εται | - εται |
   | - ομεθα | - ομεθα |
   | - ονται | - ονται |
   | - εσθαι | - εσθαι |

B. **Translation Exercises**

<table>
<thead>
<tr>
<th>Translate into English</th>
<th>Translate into Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>βλεπει</td>
<td>We know</td>
</tr>
<tr>
<td>άχουομεν</td>
<td>I see</td>
</tr>
<tr>
<td>γινομεν</td>
<td>He finds</td>
</tr>
<tr>
<td>λαμβανομεν</td>
<td>You send</td>
</tr>
<tr>
<td>γραφει</td>
<td>They know</td>
</tr>
<tr>
<td>εχει</td>
<td>We wish to know</td>
</tr>
</tbody>
</table>
C. **Noun endings.**

1. Nouns are ____________, ____________, or ____________.
2. In Greek, the endings of a word generally tell you the different persons you are talking about (as in, *I, thou, he, we, ye, they, you*, etc. These endings are called ______________________________.
3. In English, the endings are separate words, and are known as ______________________________.

D. **Nouns** - notice that all these words end in -ος - memorise these words!

1. ἄρτος - ____________
2. θρόνος - ______________
3. χοσμός - ______________
4. λίθος - stone
5. λόγος - ______________
6. νομός - law
7. όχλος - crowd
8. τόπος - place
9. χρόνος - ______________
10. φίλος - friend

E. **Case Endings** - the endings of nouns

1. Cases are endings of a word that tell you where in the sentence the word belongs - the words may not be in order for an English reader like they are in Greek.
2. The Greek language uses eight case endings. But basically, those endings group themselves into five classifications, called the Five Case system.
3. The 'case' of the noun tells you how it is used in the sentence in relation to the other words
4. The Five Case System.

   a. ____________ - tells you who or what was doing the action - the Subject.
   b. ____________ (includes also the Ablative cases) - shows whether the noun is possessing something
   c. ____________ (Includes the Locative, and Instrumental cases) - tells you if the noun is receiving the action
   d. ____________ - as the Direct Object, receiving the action of the verb of the sentence
   e. ____________ - directly addressing the noun as the Subject
   f. The Five Case System is a simpler ending system that will usually apply to most translating situations.

5. **The Eight Case System** - notice that the endings for Locative, Instrumental, and Dative are the same - context will help you decide which case the ending is.

<table>
<thead>
<tr>
<th>Case</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>λόγ-ος</td>
<td>word</td>
</tr>
<tr>
<td>Genitive</td>
<td>λόγ-ου</td>
<td>a word</td>
</tr>
<tr>
<td>Ablative - shows whether something is separating from the noun</td>
<td>λόγ-ου</td>
<td>______ a word</td>
</tr>
<tr>
<td>Locative</td>
<td>λόγ-ω</td>
<td>______, or ______ a word</td>
</tr>
<tr>
<td>Instrumental</td>
<td>λόγ-ω</td>
<td>______ or ______ a word</td>
</tr>
<tr>
<td>Dative</td>
<td>λόγ-ω</td>
<td>______ or ______ a word</td>
</tr>
<tr>
<td>Accusative</td>
<td>λόγ-ον</td>
<td>word</td>
</tr>
<tr>
<td>Vocative</td>
<td>λόγ-ε</td>
<td>word</td>
</tr>
</tbody>
</table>

6. **Examples**

   a. He ate that day (accusative) He ate throughout that day
   b. He ate that day (dative) He ate when it was daytime
   c. He ate that day (genitive) He ate a daytime type of meal
7. **Exercises** - translate the following nouns and verbs by noticing the following: Separate the root word from the ending, match it to your lists, and then translate accordingly.

   a. λίθω - _____________________
   b. χοσμοῦ - _____________________
   c. θρονον - _____________________
   d. λογοι νομου - _____________________
   e. λεγει όχλω - _____________________
   f. λαμβανομεν άρτον - _____________________
   g. άρτος όχουει λογον νομου - _____________________

8. **Exercises** - translate the following words into Greek.

   a. In a place - _____________________
   b. Of a world - _____________________
   c. For a friend - _____________________
   d. He takes a stone - _____________________
   e. Ye speak words to crowds - _____________________
   f. A law for a crowd - _____________________
   g. A time at a place - _____________________
   h. O friend, I wish to believe - _____________________

9. Some Words to memorise

   a. βαλλω - I throw
   b. διδασχω - I teach
   c. εγειρω - I raise up
   d. χηρυσσω - I announce, proclaim
   e. χρινω - I judge
   f. στελλω - I send
   g. σωζω - I save

10. Translation Exercise

   a. βλεονται - _____________________
   b. πεμπεται - _____________________
   c. αχουεις - _____________________

**Pronouns and Prepositions**

A. Pronouns are words that refer to a person or a thing that has already been talked about in a sentence. It is a kind of noun, but its function is different from nouns in English. It is a word that is used instead of a noun, to avoid repeating the noun. First, Second, and Third Person - these are words that take the place of nouns (he, she, it).

<table>
<thead>
<tr>
<th>1st Personal Pronoun</th>
<th>2nd Personal Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>εγω</td>
<td>I</td>
</tr>
<tr>
<td>εμω</td>
<td>Of me</td>
</tr>
<tr>
<td>εμοι</td>
<td>Mine</td>
</tr>
<tr>
<td>εμε</td>
<td>My</td>
</tr>
<tr>
<td>ήμεις</td>
<td>We</td>
</tr>
<tr>
<td>ήμων</td>
<td>Of us</td>
</tr>
<tr>
<td>ήμιν</td>
<td>Ours</td>
</tr>
<tr>
<td>ήμας</td>
<td></td>
</tr>
<tr>
<td>συ</td>
<td>Thou</td>
</tr>
<tr>
<td>σου</td>
<td>Of thee</td>
</tr>
<tr>
<td>σοι</td>
<td>Thine</td>
</tr>
<tr>
<td>σε</td>
<td></td>
</tr>
<tr>
<td>ύμεις</td>
<td>Ye</td>
</tr>
<tr>
<td>ύμων</td>
<td>Of you</td>
</tr>
<tr>
<td>ύμιν</td>
<td>Yours</td>
</tr>
<tr>
<td>ύμας</td>
<td></td>
</tr>
</tbody>
</table>
### 3rd Personal Pronoun

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td>αυτος</td>
<td>Αυτη</td>
<td>Αυτο</td>
</tr>
<tr>
<td>αυτον</td>
<td>Αυτης</td>
<td>Αυτου</td>
</tr>
<tr>
<td>αυτω</td>
<td>Αυτην</td>
<td>Αυτο</td>
</tr>
<tr>
<td>αυτοι</td>
<td>Αυται</td>
<td>Αυτοι</td>
</tr>
<tr>
<td>αυτων</td>
<td>Αυτων</td>
<td>Αυτων</td>
</tr>
<tr>
<td>αυτος</td>
<td>Αυτος</td>
<td>Αυτος</td>
</tr>
<tr>
<td>αυτοις</td>
<td>Αυτοις</td>
<td>Αυτοις</td>
</tr>
</tbody>
</table>

1. Personal pronoun "he" αυτος
2. Possessive pronoun "my" εμος
3. Reflexive pronoun "myself" εμαινον
4. Reciprocal pronoun "one another" αλληλος
5. Relative pronoun "who" ος
6. Interrogative pronoun "who?" τις
7. Indefinite pronoun "someone" τις
8. Demonstrative pronoun "this one" ουτος

### B. Prepositions

Prepositions are words used to show relationships between two objects. Beside is a diagram that shows how each word is used.

- ανα (13) — in analysis (work up from the bottom)
- αντι (15) — over against as in anti-biotic (against life)
- απο (10) — away from as in apostasy
- αψυ (18) — with
- δια (12) — as in diameter, or diamond
- εις (7) — into
- εκ (9) — out of as in exodus
- εν (8) — in as in enter
- επι (2) — upon as in epicentre
- κατα (14) — down
- μετα (19) — with, or after as in meta-physics (beyond physics)
- στετσω (17) — behind, or after as in opposite
- παρα (4) — as in parable (a story along side a truth)
- περι (11) — around as in perimeter
- προ (16) — before
- προς (6) — towards, with
- ύπερ (1) — above
- υπο (3) — under
More Verb Endings

A. Present Indicative Active (PIA) - these verbs are occurring in the present - as in "I say", or "I am saying"

B. Imperfect Indicative Active - indicates the action was going on in the past

<table>
<thead>
<tr>
<th>Verb</th>
<th>Ending</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>λεγ-ω</td>
<td>ου</td>
<td>I was saying, I said</td>
</tr>
<tr>
<td>λεγ-εξ</td>
<td>εξ</td>
<td>You were saying, you said (thou hast said, or thou saidest)</td>
</tr>
<tr>
<td>λεγ-ε</td>
<td>ε</td>
<td>he, she, or it was saying, or said</td>
</tr>
<tr>
<td>λεγ-ομεν</td>
<td>ομεν</td>
<td>we were saying, we said</td>
</tr>
<tr>
<td>λεγ-ετε</td>
<td>ετε</td>
<td>ye were saying, ye said</td>
</tr>
<tr>
<td>λεγ-ον</td>
<td>ον</td>
<td>they were saying, they said</td>
</tr>
</tbody>
</table>

There is no infinitive (to be…) form of this verb tense

C. Imperfect Indicative Middle and Passive - indicates that the action was occurring in the past either in reference to self doing the action (middle), or someone else was doing the action to the noun (passive).

<table>
<thead>
<tr>
<th>Verb</th>
<th>Ending</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ελυ-ομην</td>
<td>ου</td>
<td>I was loosing (for) myself</td>
</tr>
<tr>
<td>ελυ-ομην</td>
<td>ου</td>
<td>I was being loosed</td>
</tr>
<tr>
<td>- ου</td>
<td></td>
<td>you were loosing (for) yourself</td>
</tr>
<tr>
<td>- ετο</td>
<td></td>
<td>he was loosing (for) himself</td>
</tr>
<tr>
<td>- ομθα</td>
<td></td>
<td>we were loosing (for) ourselves</td>
</tr>
<tr>
<td>- εσθε</td>
<td></td>
<td>ye were loosing (for) yourselves</td>
</tr>
<tr>
<td>- οντο</td>
<td></td>
<td>they were loosing (for) themselves</td>
</tr>
<tr>
<td>- οντο</td>
<td></td>
<td>they were being loosed</td>
</tr>
</tbody>
</table>

There is no infinitive

D. Future Indicative Active. These are verbs that are yet to occur - what is going to take place, as in, I shall see, or Ye shall hear.

E. The "__________" tense verbs

1. Usually, scholars like to make it mean that the timeframe of the aorist verb is timeless - time does not matter to the verb
   a. "It was written" - you are saying something happened
   b. "It was being written" - you are saying that something was happening for a certain duration
   c. "It is written" - you are saying that something was written, but is for us right now.

2. It is taken in the Bible that the usual sense is that something was accomplished, and not currently being accomplished, as in 1 Cor 1:18 (σωζομενος of the root σωζω, to save). Yet modern "scholars" like to promote the idea that the aorist tense is something that is being accomplished, and not completed yet – hence, there are many aorist verbs translated with the word “being” before the verb. See 1 Cor 1:18 in most modern translations.
<table>
<thead>
<tr>
<th>Tense Name</th>
<th>Kind of Action</th>
<th>Time Element (In Indicative Mood)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Progressive (or 'Continuous')</td>
<td>present</td>
</tr>
<tr>
<td>Aorist</td>
<td>Simple (or ‘Summary’) Occurrence</td>
<td>past</td>
</tr>
<tr>
<td>Perfect</td>
<td>Completed, with Results</td>
<td>past, with present results</td>
</tr>
<tr>
<td>Imperfect</td>
<td>Progressive (or 'Continuous')</td>
<td>past</td>
</tr>
<tr>
<td>Future</td>
<td>Simple Occurrence</td>
<td>future</td>
</tr>
<tr>
<td>Past Perfect</td>
<td>Completed, with Results</td>
<td>past</td>
</tr>
<tr>
<td>Future Perfect</td>
<td>Completed, with Results</td>
<td>future</td>
</tr>
</tbody>
</table>

### Time of Action →
### Kind of Action

<table>
<thead>
<tr>
<th>Time of Action</th>
<th>Kind of Action (Dura-tive)</th>
<th>Aorist</th>
<th>Future (rare)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Imperfect</td>
<td>Present</td>
<td>Future</td>
</tr>
<tr>
<td></td>
<td>She was talking to her cat.</td>
<td>She is talking to her cat.</td>
<td>She will be talking to her cat.</td>
</tr>
<tr>
<td>Present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She is talking to her cat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She will be talking to her cat.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time of Action</th>
<th>Kind of Action (Per-fective)</th>
<th>Pluperfect</th>
<th>Future Perfect (nearly extinct in the NT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Pluperfect</td>
<td>Present</td>
<td>Future</td>
</tr>
<tr>
<td></td>
<td>She had talked to her cat.</td>
<td>She has talked to her cat.</td>
<td>She will have talked to her cat.</td>
</tr>
<tr>
<td>Present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Future</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perfect (nearly extinct in the NT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>She will have talked to her cat.</td>
</tr>
<tr>
<td>Future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Future</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Future Perfect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time of Action</th>
<th>Kind of Action (Punc-tiliar)</th>
<th>Present (rare)</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Aorist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She talked to her cat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She talks to her cat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She will talk to her cat.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Verb Ending Chart

<table>
<thead>
<tr>
<th>Occurring in the present</th>
<th>In the past but not finished</th>
<th>What should happen</th>
<th>Expresses doubt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PIA</strong></td>
<td><strong>IIA</strong></td>
<td><strong>FIA</strong></td>
<td><strong>PSA</strong></td>
</tr>
<tr>
<td><strong>1PS</strong></td>
<td>ε</td>
<td>ω</td>
<td>ιω</td>
</tr>
<tr>
<td><strong>2PS</strong></td>
<td>εις</td>
<td>ιο</td>
<td>ιον</td>
</tr>
<tr>
<td><strong>3PS</strong></td>
<td>ιε</td>
<td>ις</td>
<td>ιοι</td>
</tr>
<tr>
<td><strong>IPP</strong></td>
<td>ομαι</td>
<td>ομαι</td>
<td>ομαι</td>
</tr>
<tr>
<td><strong>2PP</strong></td>
<td>ετε</td>
<td>ιο</td>
<td>ιον</td>
</tr>
<tr>
<td><strong>3PP</strong></td>
<td>ονται</td>
<td>ομαι</td>
<td>ομαι</td>
</tr>
<tr>
<td><strong>Inf</strong></td>
<td>ειν</td>
<td>ομαι</td>
<td>ομαι</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PIM</strong></th>
<th><strong>IIA</strong></th>
<th><strong>FIA</strong></th>
<th><strong>PSA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1PS</strong></td>
<td>ε</td>
<td>ω</td>
<td>ιω</td>
</tr>
<tr>
<td><strong>2PS</strong></td>
<td>η</td>
<td>ιο</td>
<td>ιον</td>
</tr>
<tr>
<td><strong>3PS</strong></td>
<td>ιε</td>
<td>ις</td>
<td>ιοι</td>
</tr>
<tr>
<td><strong>IPP</strong></td>
<td>ομαι</td>
<td>ομαι</td>
<td>ομαι</td>
</tr>
<tr>
<td><strong>2PP</strong></td>
<td>εθε</td>
<td>ιο</td>
<td>ιον</td>
</tr>
<tr>
<td><strong>3PP</strong></td>
<td>ονται</td>
<td>ομαι</td>
<td>ομαι</td>
</tr>
<tr>
<td><strong>Inf</strong></td>
<td>εθαι</td>
<td>ομαι</td>
<td>ομαι</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PIP</strong></th>
<th><strong>IIA</strong></th>
<th><strong>FIA</strong></th>
<th><strong>PSA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1PS</strong></td>
<td>ε</td>
<td>ω</td>
<td>ιω</td>
</tr>
<tr>
<td><strong>2PS</strong></td>
<td>η</td>
<td>ιο</td>
<td>ιον</td>
</tr>
<tr>
<td><strong>3PS</strong></td>
<td>ιε</td>
<td>ις</td>
<td>ιοι</td>
</tr>
<tr>
<td><strong>IPP</strong></td>
<td>ομαι</td>
<td>ομαι</td>
<td>ομαι</td>
</tr>
<tr>
<td><strong>2PP</strong></td>
<td>εθε</td>
<td>ιο</td>
<td>ιον</td>
</tr>
<tr>
<td><strong>3PP</strong></td>
<td>ονται</td>
<td>ομαι</td>
<td>ομαι</td>
</tr>
<tr>
<td><strong>Inf</strong></td>
<td>εθαι</td>
<td>ομαι</td>
<td>ομαι</td>
</tr>
</tbody>
</table>

### II. Remaining Tenses

A. Future Subjunctive Active (FSA)
B. Future Subjunctive Middle (FSM)
C. Future Subjunctive Passive (PSP)
D. Aorist Indicative Active (AIA)
E. Aorist Indicative Middle (AIM)
F. Aorist Indicative Passive (AIP)
G. Aorist Subjunctive Active (ASA)
H. Aorist Subjunctive Middle (ASM)
I. Aorist Subjunctive Passive (ASP)
Word Lists

106 key words to memorize. Write these words out onto note cards for you to constantly review. Place the Greek word on one side and the meaning on the other side. Work through the note cards from the Greek, trying to remember what their English meaning is. And then, after a while, work from the English sides, trying to remember what their Greek words are. Hint – tray and associate words with the Greek words to help you remember them.

A. Verbs

1. αγω = I lead, bring, go
2. αχουω = I hear
3. βλεπω = I see, look at
4. γινωσχω = I know
5. γραφω = I write
6. ευρισχω = I find
7. θελω = I wish, will
8. λαµβανω = I take, receive
9. λεγω = I say
10. πεµπω = I send
11. πιστευω = I believe
12. εχω = I have, hold
13. αγοραζω = I buy
14. αποστελλω = I send
15. ουδε = not even, neither, not a thing
16. ουδες = not even, neither, not a thing
17. αποστελλω = I send
18. εισαγω = I bring in
19. εισαχτω = I throw out, cast out
20. εισαγω = I bring in
21. εισαχτω = I throw out, cast out
22. εισαχτω = I throw out, cast out
23. εισαχτω = I throw out, cast out
24. εισαχτω = I throw out, cast out
25. εισαχτω = I throw out, cast out
26. εισαχτω = I throw out, cast out
27. εισαχτω = I throw out, cast out
28. εισαχτω = I throw out, cast out
29. εισαχτω = I throw out, cast out
30. εισαχτω = I throw out, cast out
31. εισαχτω = I throw out, cast out
32. εισαχτω = I throw out, cast out
33. εισαχτω = I throw out, cast out
34. εισαχτω = I throw out, cast out
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36. εισαχτω = I throw out, cast out
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38. εισαχτω = I throw out, cast out
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41. εισαχτω = I throw out, cast out
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61. εισαχτω = I throw out, cast out
62. εισαχτω = I throw out, cast out
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65. εισαχτω = I throw out, cast out
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67. εισαχτω = I throw out, cast out
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73. εισαχτω = I throw out, cast out
74. εισαχτω = I throw out, cast out
75. εισαχτω = I throw out, cast out
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81. εισαχτω = I throw out, cast out
82. εισαχτω = I throw out, cast out
83. εισαχτω = I throw out, cast out
84. εισαχτω = I throw out, cast out
85. εισαχτω = I throw out, cast out
86. εισαχτω = I throw out, cast out
87. εισαχτω = I throw out, cast out
88. εισαχτω = I throw out, cast out
89. εισαχτω = I throw out, cast out
90. εισαχτω = I throw out, cast out
91. εισαχτω = I throw out, cast out
92. εισαχτω = I throw out, cast out
93. εισαχτω = I throw out, cast out
94. εισαχτω = I throw out, cast out
95. εισαχτω = I throw out, cast out
96. εισαχτω = I throw out, cast out
97. εισαχτω = I throw out, cast out
98. εισαχτω = I throw out, cast out
99. εισαχτω = I throw out, cast out
100. εισαχτω = I throw out, cast out
101. εισαχτω = I throw out, cast out
102. εισαχτω = I throw out, cast out
103. εισαχτω = I throw out, cast out
104. εισαχτω = I throw out, cast out
105. εισαχτω = I throw out, cast out
106. εισαχτω = I throw out, cast out
B. Prepositions

1. **ανα**  
   up  
   as in *analyse* (work up from the bottom)

2. **αντι**  
   over against  
   as in *anti*-biotic (against life)

3. **απο**  
   away from  
   as in *apostasy*

4. **συν**  
   with

5. **δια**  
   through  
   as in *diameter*, or *diamond*

6. **εις**  
   into

7. **εκ**  
   out of  
   as in *exodus*

8. **εν**  
   in  
   as in *enter*

9. **επι**  
   upon  
   as in *epicentre*

10. **κατα**  
    down

11. **μετα**  
    with, or after  
    as in *meta*-physics (*beyond* physics)

12. **οπισω**  
    behind, or after  
    as in *opposite*

13. **παρα**  
    beside  
    as in *parable* (a story along side a truth)

14. **περι**  
    around  
    as in *perimeter*

15. **προ**  
    before

16. **προς**  
    towards, with

17. **υπερ**  
    above

18. **υπο**  
    under

C. Nouns to memorise

1. **Nouns have Gender**
   
   a. **Masculine ends in ος**
   b. **Neuter ends in ον**
   c. **Feminine ends in η**

2. The idea is to discern if a Greek word is a verb, or a noun

3. Then, if a noun, then classify its Gender by its ending

<table>
<thead>
<tr>
<th><strong>MASULINE</strong></th>
<th><strong>NEUTER</strong></th>
<th><strong>FEMININE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ἄρτος - bread</td>
<td>εργον - work</td>
<td>γραφη - writing, scripture</td>
</tr>
<tr>
<td>θρόνος - throne</td>
<td>ιερον - temple</td>
<td>εντολη - commandment</td>
</tr>
<tr>
<td>χοσμος - world</td>
<td>ιματιον - garment</td>
<td>ζωη - life</td>
</tr>
<tr>
<td>λάθος - stone</td>
<td>παιδον - little child</td>
<td>φωνη - voice</td>
</tr>
<tr>
<td>λογος - word</td>
<td>τεχνον - child</td>
<td>αγαπη - love, charity</td>
</tr>
<tr>
<td>νομος - law</td>
<td>δωρον - gift</td>
<td>δικαιοσυνη - righteousness</td>
</tr>
<tr>
<td>φυλακος - crowd</td>
<td>πλοιον - boat</td>
<td>άμαρτια - sin</td>
</tr>
<tr>
<td>τόπος - place</td>
<td>μαθητης - disciple</td>
<td>βασιλεια - kingdom</td>
</tr>
<tr>
<td>χρυονος - time</td>
<td>εκκλησια - church, assembly</td>
<td></td>
</tr>
<tr>
<td>φιλος - friend</td>
<td>εξουσια - authority, power</td>
<td></td>
</tr>
<tr>
<td>αγγελος - angel, messenger</td>
<td>ήμερα - day</td>
<td></td>
</tr>
<tr>
<td>νομος - man, human</td>
<td>χορδια - heart</td>
<td></td>
</tr>
<tr>
<td>αποστολος - apostle</td>
<td>σοφια - wisdom</td>
<td></td>
</tr>
<tr>
<td>διδασκαλος - teacher</td>
<td>αληθεια - truth</td>
<td></td>
</tr>
<tr>
<td>θανατος - death</td>
<td>ασθενεια - weakness</td>
<td></td>
</tr>
<tr>
<td>χριστος - lord, Lord, master</td>
<td>μαχαιρα - sword</td>
<td></td>
</tr>
<tr>
<td>αδελφος - brother</td>
<td>γλωσσα - tongue</td>
<td></td>
</tr>
<tr>
<td>θεος - God</td>
<td>δοξα - glory</td>
<td></td>
</tr>
<tr>
<td>λαος - people</td>
<td>ἄρχη - beginning</td>
<td></td>
</tr>
<tr>
<td>ουρανος - heaven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>νιος - son</td>
<td></td>
<td></td>
</tr>
<tr>
<td>δούλος - servant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to do Word Studies

The Importance of Word Studies.

See Matthew 4:4; 24:35; 1 Tim. 6:3; Rev. 22:18-19. Every word that proceeds from the mouth of our God is of utmost importance! Consider such important words as FAITH, GRACE, JUSTIFY, LOVE, REDEEM, SANCTIFY, GOSPEL, CONFESS, HOLINESS, etc. We need to understand how God defines these crucial terms.

The Importance of Knowing the Meaning of the Greek Word.

Sometimes a Greek word is not translated into English, but it is merely transliterated into English. So what you really have is a Greek word spelled with English letters!

Examples:

1) For example: baptize, demon, evangelize, mystery, parable, prophet, Sabbath, etc.

2) 1 Corinthians 16:22 (compare Galatians 1:8-9). If you were to translate the word "anathema" is would means "accursed, devoted to destruction." "Anathema" is a transliteration; "Accursed" is a translation.

3) Matthew 1:20 (angel). Compare Mark 1:2 where this same Greek word is translated (angel=messenger).

4) See Revelation 19:1,3,4,6 where we have a Hebrew expression that has been transliterated into Greek: ajllhlouvia The Greek word was then transliterated into English (Alleluia). An actual translation of this word would be "Praise ye the LORD."

5) In 2 Corinthians 9:7 the word "cheerful" is the Greek word hilaros. If we were to transliterate this word, we would have, "God loves a hilarious gaver!" Obviously this is not the meaning of the verse. "Cheerful" is a much better translation. Hilaros to the Apostle Paul meant the same as cheerful means to us today.

If a person does not know Greek, how can he determine which Greek word underlies the English word which he is studying?

For example, how can one discover that two different words for "love" are used in John 21:15-17 or that "unction" and "anointing" are two ways of translating the same word in 1 John 2:20,27 or that the word "messenger" in Mark 1:2 is the same word as "angel" in Matthew 1:20? To make such discoveries you need a TOOL! You need an interlinear Greek-English New Testament (in which the Greek words are written directly above the English words).

The Importance of WORD USAGE.

USAGE DETERMINES MEANING.

The question ever before us is this: HOW WAS THE WORD ACTUALLY USED? How was the word used in the New Testament? How was the word used by other Greek writers?

Compare a DICTIONARY. A dictionary is merely a listing of WORD USAGE (a catalog of how words are used in any given language).

ETYMOLOGY CAN BE HELPFUL.

Etymology can be of great value in illustrating the meaning of words. But, the meaning must first be determined by usage. Etymology can serve to illustrate a word whose meaning has already been determined by usage.
Examples:

1) covetousness \textit{pleonexia} \quad (\textit{pleonexiva})

\textit{pleon} = more \quad \textit{exia} = to have

A covetous person is never satisfied. He desire to have more and more and more.

2) gospel \quad \textit{euangelion} \quad (\textit{eujaggevlion})

\textit{eu} = good \quad \textit{angelion} = announcement

The gospel is an announcement of good news, glad tidings!

3) moment (1 Corinthians 15:52) \quad \textit{atomos} \quad (\textit{a[tomoc})

Compare the English word "atom"

\textit{a} = un (a negative particle) \quad \textit{toms} = to cut; hence \textit{atomos} means "uncut, unable to be divided."

\textbf{How quickly will the Rapture take place?}

This is answered in 1 Corinthians 15:52, "in a moment, in the twinkling of an eye." The word "moment" is interesting. It is the Greek word "\textit{atom.}" The word \textit{atom} means "not cut, you cannot cut it anymore." Suppose you were to keep cutting up a pie into smaller and smaller pieces. If you had a knife sharp enough and small enough you could keep cutting the pieces down to the point where you could not cut the pieces or particles any smaller. We call this an "atom." [However, we now know that you can even cut atoms into smaller particles].

The term "\textit{atom}" is also used of time. We can cut time into years and into days and into hours and into minutes and into seconds. An "\textit{atom} of time" is the smallest measurement of time (the point where you can't cut time anymore). In English we might call this a "split-second." How fast will the Rapture take place? In a split second, in the twinkling of an eye. If you blink, you will miss it!

4) confess (1 John 1:9) \quad \textit{homologeō} \quad (\textit{oJmologevw})

\textit{homo} = same \quad \textit{logeō} = to say \quad This, "to same the same thing" (to agree)

When I confess my sins I am saying the same thing about sin that God does. I am agreeing with God that what I have done is sinful. I am seeing my sin as God does. God says that I have sinned and I am agreeing with God and saying, "Yes, Lord, I have sinned and done this evil in Thy sight" (Psalm 51).
The Procedure for Doing a Word Study.

**Step 1**
Select the word that you desire to study.

Perhaps it is a word that you came across in your personal study or devotional time, and you want to better understand what this word really means and how it is used in the Bible. For our example we will choose the important verb in 1 Thessalonians 4:17—"caught up." In the Latin Bible this is the verb "rapturÇ" from which we derive our English word "rapture." Thus this word study will shed important light on the true meaning of the term "rapture." This verse which we have selected is our "target passage." We want to determine the meaning of this particular verb especially as it is used here in this verse.

**Step 2**
Find every place in the Bible where this word is used.

The fundamental principle for doing word studies is this: USAGE DETERMINES MEANING. Sir Robert Anderson has stated it well: "In dealing with a dead language, etymology (the origin or history of a word) may sometimes afford a clue to the meaning of a word, but the only safe and certain guide to its meaning is its use." Since *usage determines meaning*, we must see how our verb in 1 Thessalonians 4:17 (HARPAZÆ, αρπαζω) is used elsewhere in the New Testament and hopefully this will shed light on its meaning in 1 Thessalonians 4:17 which is our target passage.

*Note*: The New Testament was written in Greek and the Old Testament in Hebrew (with the exception of a few Aramaic passages). Since the Greek verb we are studying is in the New Testament, we need not consult the Old Testament because God did not use the Greek language when He gave the O.T. The ambitious student, however, could study how the verb is used in the Septuagint which is an ancient Greek translation of the Old Testament, as long as he keeps in mind that the Septuagint is a translation, and is not the original text God gave.

In order to complete STEP 2, you need a tool called a CONCORDANCE.

1. *Young’s Analytical Concordance* or *Strong's Exhaustive Concordance* may also be used, but it will take you many more steps to find the same information. This is because these concordances are arranged according to the English words, not the Greek words.

2. There may be computer programs which can give you the information you need. But what you need to find is every place in the New Testament where the verb HARPAZÓ is found.

*Note*: You don’t want to find every place where “caught” or “caught up” is found because these English words may be translated from different Greek verbs, and we are only concerned about the verb HARPAZÓ. Also there are places where HARPAZÓ is found but the English text does not translate it as “caught” or “caught up” at all (such as John 10:28 where it is translated “pluck” or Jude 23 where it is translated “pulling”).
With the help of a concordance you will find that in addition to 1 Thess. 4:17, the verb HARPAZŌ occurs in 12 other places in the N.T.

<table>
<thead>
<tr>
<th>Matt. 11:12 take</th>
<th>John 10:28 pluck</th>
<th>2 Cor. 12:2 caught up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt. 13:19 catcheth away</td>
<td>John 10:29 pluck</td>
<td>2 Cor. 12:4 caught up</td>
</tr>
<tr>
<td>John 6:15 take by force</td>
<td>Acts 8:39 caught away</td>
<td>Jude 23 pulling</td>
</tr>
<tr>
<td>John 10:12 catcheth</td>
<td>Acts 23:10 take by force</td>
<td>Rev. 12:15 caught up</td>
</tr>
</tbody>
</table>

### Step 3

Study and classify usage.

What meaning makes the best sense in each passage? Is the word used in different ways? Pay close attention to the context of each passage. Look at each passage where the word is used and try to get a “feel” for the word. On a piece of paper write down some comments as to how the word is used in each of the different passages that you look at. The following is a study of the word HARPAZŌ and how it is used:

Matthew 11:12. Used of something being taken violently by force.

Matthew 13:19. Used of the devil snatching away and removing the seed (of the Word) that was sown in the heart.

John 6:15. Used of the Jews who wanted to take Christ by force and make Him King.

John 10:12. Used of a wolf who catches and takes away the sheep (snatches them, grabs them by force).

John 10:28-29. Used of God who will never allow the true believer to be plucked out (removed, taken, snatched) from Christ’s hand and from the Father’s hand. No wolf will ever catch or snatch these sheep (cf. John 10:12). The believer will never be raptured from God’s hand.

Acts 8:39. Used of Philip who was supernaturally caught away (removed, suddenly taken from one place to another). In this case it involved sudden disappearance (“the eunuch saw him no more”).

Acts 23:10. Use of Paul who was taken by force, grabbed and taken away from the Jews for the sake of his own safety.

2 Corinthians 12:2,4. Used of Paul who was caught up (snatched up, quickly taken up) to the third heaven or paradise. He was not sure whether this happened in the body or out of the body, but he knew that he was removed from earth to heaven.

Jude 23. Used of snatching (pulling out, quickly removing) something from the fire.

Revelation 12:5. Used to describe the ascension of Christ. He was caught up (quickly removed) from earth to heaven.
PRACTICAL DOCTRINE

How to do Word Studies

Step 4

Summarize your conclusions.

Write a brief paragraph in which you describe how this word is used in the New Testament. Here is an example of a summary paragraph that might be written for the verb HARPAZŌ:

As used in the New Testament, the verb HARPAZŌ means “to take, take by force, snatch, snatch up, grab, remove quickly, catch up, catch away, pluck out.” It always involves some force outside the person (or thing) acting upon it and causing the person (or thing) to be taken or snatched up or removed. It often implies sudden removal and it often refers to a person being quickly (and supernaturally) taken from one place to another.

Step 5

Apply your results to the target passage.

How does what I have learned about this word help me to understand its meaning in the target passage? How does my study of HARPAZŌ help me to understand the meaning of “caught up” in 1 Thessalonians 4:17?

It is helpful to write out your results. Here is our example: The verb “caught up” in 1 Thessalonians 4:17 means “snatched up, caught up, taken away quickly, suddenly removed.” Just as Philip was supernaturally and quickly caught away from one place to another (Acts 8:39), just as the Lord was supernaturally caught up to heaven at the time of the ascension (Rev. 12:5), just as Paul was supernaturally taken to the third heaven (2 Cor. 12:2, 4), so it will be that living believers at the coming of the Lord Jesus will be supernaturally caught up and suddenly removed from earth to heaven. It also implies “sudden disappearance” (Acts 8:39 and compare Hebrews 11:5). Someday believers will be suddenly acted upon by an outside force as our Lord calls us to be with Himself! “Even so, be coming, Lord Jesus!”

Read the Bible, and read it again. Do not despair of help in understanding something of the will and mind of God. Though you have no commentaries and expositions, pray and read, and read and pray. A little from God is better than a great deal from man. What is from man is uncertain and often lost, but what is from God is fixed as a nail in a sure place.

There is nothing that so abides with us as what we receive from God. The reason many Christians are at a loss as to some truths is that they are content with what comes from men’s mouths without searching and kneeling before God to learn of Him. Even known truths are new to us when they come with the breath of heaven upon them.

—John Bunyan
New Testament Word Studies

A. Translation Tools that are available
1. The Greek New Testament - According to the Majority Text
2. Interlinear Greek-English New Testament
4. Strong's Concordance
5. Analytical Greek Lexicon
6. Your King James Bible – comparing Scripture with Scripture

B. Three primary Translation Methods
1. Mechanical - used in interlinear Bibles.
2. Fluidic - Word for word translation, but in the correct English word order, according to context, and Scripture author style.
3. Dynamic - Paraphrasing. Most modern bibles are dynamic in their translation mode.

C. Translation Rules
1. The Lexicon gives the most possible meanings of a word, not the best possible meaning.
2. Context defines the best meaning from the lexicon/dictionary.
3. Cross-checking of meanings according to other Scripture passages can affect the meaning, because the wider context can help you identify the best meaning.
4. Previous translations may have foreseen definitions that you can't, so don’t be afraid to use older translations, or translations in other languages.

D. Rough Translation Exercises
1. There are three Scripture portions that follow that need to be mechanically translated. You don’t have to be “inspired” and perfectly correct… yet!
2. Use your Lexicon to roughly translate each portion under each word on the blank line following each line of Greek text.
3. Do not use your Bible to help you. You must only use the Lexicon at this time.
4. Once all three portions of Scripture have been roughly translated, go back through your translation and smooth out the words you first chose, and see if there are other words that would better present the truths of the Scripture, and write your new translation in the last space following.

E. Using your Translation Tools
1. Interlinear Greek New Testament
2. Strong’s Exhaustive Concordance
4. The Online Bible, or E-Sword, etc
5. Learning Various Synonyms for the same word
6. Learning Meaning by the Context

F. When should you use your Greek Tools?
1. As a foundation for language studies in general
2. As a weapon against the lies of cults, and extremist Christian groups that force the Bible to say what they want it to say
3. As the basis for translating the word of God into another language that does not yet have it
II. How to do the following Exercises:

A. Write out each word on a separate line
B. Identify the root word and write it out next to it
C. Then describe whether it is a Noun, Verb, Prep-Preposition, Art-Article, PN-Proper Noun, Pronoun
D. If a Noun,
   1. Then tell whether it is Mas-Masculine, Fem-Feminine, or Neu-Neuter
   2. Also, see if you can tell if it is Nom-Nominative, Gen-Genative, Dat-Dative, Acc-Accusative, Voc-Vocative
   3. Then, describe it as 1st, 2nd, or 3rd Person, Singular, or Plural
E. If a Verb, classify as PIA, PIM, PIP, IIA, IIM, IIP, FIA, FIM, FIP, PSA, PSM, or PSP
F. You will also discover Adjectives (Adj), and Adverbs (Adv), and Particles (like καὶ “and”)
G. Then mechanically translate the meaning, first from memory, then, if unfamiliar, from a Lexicon
H. Now take that English word and place it under the Greek on the following page
I. At any point that you are unsure, or cannot classify the word, place a “???” at that stage
J. You will quickly discover there are many words that you haven’t learned about yet!
K. This will seem like very tedious work, but you have to get used to examining every word, and classifying it as far as possible before translating it
L. Do your best, and use every resource available to you (E-Sword, Lexicons, etc).
M. See the following example:

1. ἐν
2. ἀρχὴ
3. ἦν
4. ὁ
5. Λόγος,
6. καὶ
7. ὁ
8. Λόγος
9. ἦν
10. πρὸς
11. τὸν
12. Θεόν
13. καὶ
14. Θεός
15. ἦν
16. ὁ
17. Λόγος
18. οὗτος
19. ἦν
20. ἐν
21. ἀρχὴ
22. πρὸς
23. τὸν
24. Θεόν
25. πάντα
26. δὲ
27. αὕτῳ
28. ἐγένετο
ΡΩΜΑΙΟΙ ΑΡΧΗ ἦν ὁ Λόγος, καὶ ὁ Λόγος ἦν πρὸς τὸν Θεόν. καὶ Θεός ἦν ὁ Λόγος. 2 Οὗτος ἦν ἐν ἀρχῇ πρὸς τὸν Θεόν.

3 Πάντα δὲ αὐτοῦ ἐγένετο, καὶ χωρὶς αὐτοῦ ἐγένετο οὐδὲ ἐν ὁ γέγονεν. 4 Ἐν αὐτῷ ἦν ζωή, καὶ η ἦν τὸ φῶς τῶν ἀνθρώπων. 5 Καὶ τὸ φῶς ἐν τῇ σκοτίᾳ φαίνεται, καὶ ἡ σκοτία αὐτὸ ὑπ’ κατέλαβεν.

6 Ἐγένετο ἀνθρώπων ἀπεσταλμένος παρὰ Θεοῦ, ὄνομα αὐτῷ Ἰωάννης. 7 Οὗτος ἦλθεν εἰς μαρτυρίαν, ἵνα μαρτυρήσῃ περὶ τοῦ φωτός, ἵνα πάντες πιστεύσωσι δι’ αὐτοῦ. 8 Οὐκ ἦν ἐκεῖνος τὸ φῶς ἀλλ’ ἵνα μαρτυρήσῃ περὶ τοῦ φωτός. 9 Ἡν τὸ φῶς τὸ ἄληθινὸν ὁ φωτίζει πάντα ἀνθρώπων ἐρχόμενον εἰς τὸν κόσμον. 10 Ἐν τῷ κόσμῳ ἦν, καὶ ὁ κόσμος δὲ αὐτοῦ ἐγένετο, καὶ ὁ κόσμος αὐτὸν οὐκ ἤχυν. 11 Εἰς τὰ ἱδία ἤλθε, καὶ οἱ ἱδίοι αὐτὸν οὐ παρέλαβον.

12 Ὡς οὖν ἐλαύνον αὐτόν, ἔδωκεν αὐτοῖς ἐξουσίαν τεκνα Θεοῦ γενέσθαι, τοῖς πιστεύσωσι εἰς τὸ ὄνομα αὐτοῦ. 13 οἱ οὐκ ἔχοντες αἰμάτων, οὐδὲ ἐκ θελήματος σαρκὸς, οὐδὲ ἐκ θελήματος ἀνδρὸς, ἀλλ’ ἐκ Θεοῦ ἐγεννήθησαν.
10 Ἄμην ἁμήν λέγω ὑμῖν, ὦ μή εἰσερχόμενος διὰ τῆς θύρας εἰς τὴν σύλην τῶν προβάτων, ἀλλὰ ἀναβαίνων ἀλλαχόθεν, ἐκεῖνος κλέπτης ἐστί καὶ ληστής. 2 Ο δὲ εἰσερχόμενος διὰ τῆς θύρας ποιμὴν ἐστι τῶν προβάτων. 3 Τούτῳ ὁ θυρωρὸς ἀνοίγει, καὶ τὰ πρόβατα τῆς φωνῆς αὐτοῦ ἀκούει καὶ τὰ ἱδια πρόβατα 'καλεὶ κατ' ὰνομα καὶ ἐξάγει αὐτὰ. 4 Καὶ ὅταν τὰ ἱδια 'πρόβατα ἐκβάλῃ,' ἐμπροσθεν αὐτῶν πορεύεται, καὶ τὰ πρόβατα αὐτῷ ἀκολουθεῖ, ὅτι οἶδας τὴν φωνὴν αὐτοῦ. 5 Ἀλλοτρίῳ δὲ οὐ μὴ ἀκολουθήσωσιν ἄλλα φεύγωνται ἀπ' αὐτοῦ, ὅτι οὐκ οἶδας τῶν ἀλλοτρίων τὴν φωνὴν. 6 Γαίτην τὴν παροιμίαν εἶπεν αὐτοῖς ὁ Ἰησοῦς, ἐκεῖνοι δὲ οὐκ ἐγνώσαν τίνα ἢν ἢ ἔλαλει αὐτοῖς. 7 Εἶπεν οὖν Ἰησοῦς, Ἐχεῖς; Ἄμην ἁμήν λέγω ὑμῖν ὅτι ἔγω εἰμὶ ἡ θύρα τῶν προβάτων.
N. Revised Translation Exercise. Make your mechanical translation into a fluid on by copying your English translation from each of the three portions of Scripture into the lines provided below, making adjustments for word order and sense.

1. John 1:1-13

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. John 10:1-7

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________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Romans 10:16,17

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________