

G R E E K
BASIC COURSE

Volume I
Lessons 1 - 8

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DEFENSE LANGUAGE INSTITUTE
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PREFACE

The Greek (Modern) Course, consisting of 100 lessons in 13 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute and approved for publication by the Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 3 proficiency in reading and writing Modern Greek. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

HOW THIS COURSE IS WRITTEN

During the first several days of your Greek Course, pay no attention to the pages of the corresponding lessons which are printed in the Greek alphabet. Use only your ear (with recordings, or the instructor's voice), the English translation, and the accompanying cartoons. The Greek alphabet, along with carefully worked out reading exercises, will be introduced to you gradually, you will practice a little every day, and you will have no difficulty in acquiring the ability to read Greek in a very short while.

MATERIALS ISSUED TO HELP YOU LEARN THE DAILY LESSON

The following are the materials issued to you in connection with the early phase of your work.

- a. A book containing all the printed materials you will need.
- b. A set of phonograph records and tape recordings containing the dialogues and oral drills. These recordings are the most important part of each lesson.

WHAT IS IN THE BOOKS

A language is first of all an infinite series of

vocal noises. To understand it well, you have to learn to distinguish from all those noises the same patterns distinguished by the native, and you have to learn to do it easily without keeping your mind on it. The best way to acquire that ease and speed in hearing the sounds accurately is to learn to reproduce them accurately. Your main job here is to reach the point where you can carry on a conversation in Greek in such a way that a native Greek can follow what you're saying, without being distracted by the queer way in which you say it. The primary purpose of these lessons is to give you wide and realistic practice material for learning the pronunciation of all the sounds and combinations of sounds that occur in the Greek language.

Another purpose of these lessons is to give you the most useful practice possible in Greek word patterns by providing you with these patterns and then actually making you handle them, change them, and make them work, just as if you were pushing and pulling and manipulating the parts of a machine.

The hardest part of your Greek course is the first four weeks. If you spend enough time and effort on these lessons, if you learn everything in them thoroughly, you'll have an enormous advantage throughout the remainder of the course.

WHAT IS IN THE RECORDINGS

When a dialogue is presented in class for the first time, your instructor will use objects and gestures to help you understand the meaning of what he is saying. Most of the time you will be able to understand immediately, but should you need more clarification, you can turn to the English translation in your book.

Do not get into the habit of looking at the Greek text as the lesson is introduced and drilled. If you do, it would distract you and keep you from listening to your instructor's pronunciation as carefully as you should in class and on the recordings, and it would keep you from imitating his pronunciation correctly. The real language is the spoken language, and consequently, the recordings are the most important materials for your use.

Each lesson of the first two volumes is recorded in 7 or 8 parts. The sequence is as follows:

Part 1: Dialogue spoken at normal speed.

Part 2: Repetition of the dialogue spoken at normal speed, but with a pause after each utterance. During the pause, repeat the utterance in a loud voice. **DON'T WHISPER OR MUMBLE.**

- Part 3: Second dialogue of the same lesson, spoken at normal speed, consisting of words and phrases of the dialogue and of preceding dialogues.
- Part 4: Repetition of the second dialogue with pauses, as in Part 2.
- Part 5: Prose Text. Listen to it. It is meant to familiarize you with the vocabulary of the dialogues in a slightly different context.
- Part 6: A number of questions, spoken at normal speed, based on the dialogue or the vocabulary of the dialogue, used in different context. There is a pause after each question. During the pause you are to answer with a complete statement. Speak in a loud voice. DON'T WHISPER OR MUMBLE.
- Part 7: A number of drill blocks--called exercises in this book--illustrating the kind of manipulation of words and phrases you must practice in order to acquire fluency. These exercises are samples of the type

of drill you will have in class.

Part 8: Homework. Special directions will be given in each lesson how the homework is to be prepared.

Nothing has been said about the hours when you should accomplish the suggested home preparation because individual circumstances vary so widely. It is worthwhile, however, to point out that if you can do at least 30 minutes of your studying before dinner, you are better off. The best thing is to take a break after your last class, then study for at least 30 minutes, then eat dinner and relax for a short time afterward, and finally go back to finish your assignment.

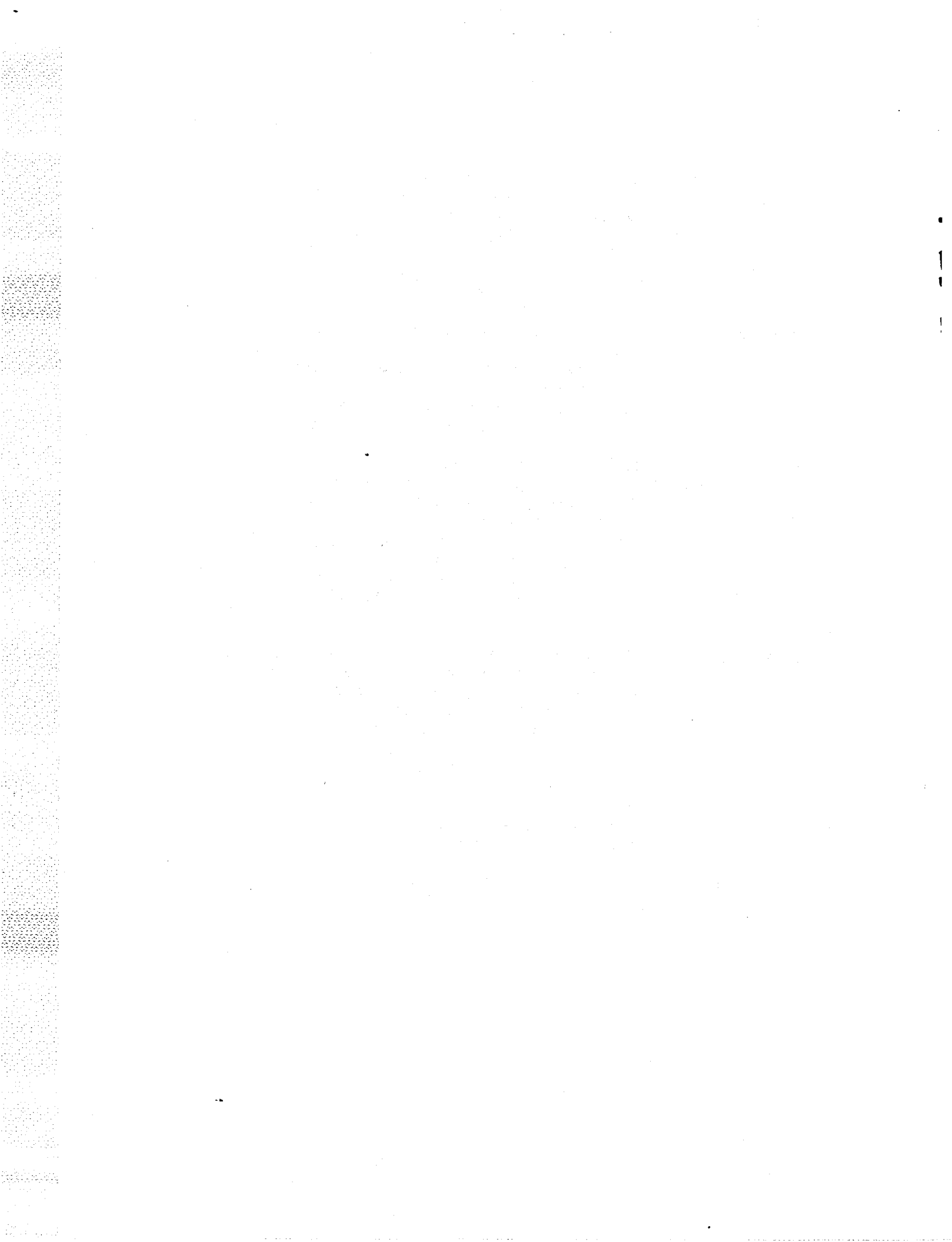
There is no short cut to language learning. The materials and training aids given you are intended to make the process of acquiring Greek as easy and effective as possible. Now it all depends on YOU. If you do your part well, follow instructions, and don't get easily discouraged, you will succeed, and before long you will be speaking Greek.

TABLE OF CONTENTS

Introduction

- Lesson 1. Dialogues: Greetings (Good morning. How are you? Are you a student? Good-bye.) Pages: 1-12
Structural Features: What? What is this?
This is Verb to be (am, are, is)
Masculine nouns in -ΟΣ.
- Lesson 2. Dialogues: Where am I? At school, at the office, 13-28
etc. Is he here or there?
Feminine surnames (Mr. Pappas, Mrs. Pappas)
Structural Features: Neuter nouns in -Ι, -ΜΑ, and -Ο.
Verb to be in all persons.
Personal pronoun (when used) Agreement of verb with subject.
- Lesson 3. Dialogues: Good morning gentlemen. Mrs. Smith, 29-44
this is Mr. Melas. What languages do you speak, Mrs. Smith?
Structural Features: Verb to have (in all persons)
Verbs to understand and to speak.
Masculine and feminine nouns denoting nationality (an American man, an American woman, etc.) Idiom: both he and I.
Preposition from. Adverb always.
- Lesson 4. Dialogues: Pardon me, Sir, Where's the library? 45-64
Do you speak Greek? Thank you.
You're welcome.
Structural Features: Feminine nouns (inanimate) ending in -Η and in -Α (library, language, newspaper, door). Plural of neuter nouns of the type introduced in lesson 2. Agreement of adjectives with nouns (adjectives large, many, other and Greek). Verbs to open, to close, to read. Adverb when?

- Lesson 5. Dialogues: Where are we now? What do you see? 65-64
 How many pictures do you see? Where do you live? Counting from 1 - 10.
 Structural Features: How many? (in feminine and neuter only). Agreement of adjective many with masculine and feminine nouns.
 Idiom: I go by car.
- Lesson 6. Dialogues: How many officers are studying Greek? 83-104
 Four officers. What color uniform do they wear? What color is the American flag? The Greek flag? (colors enumerated). How many ladies are studying Greek? Three ladies and one NCO are studying Greek.
 Counting from 10 - 20.
 Structural Features: How many? (in the masculine) Plural ending -OI of masculine nouns. Colors (adjectives) agreeing with masculine nouns. Numerals one, three and four agreeing with masculine, feminine and neuter nouns. The three genders of the word all and its agreement with nouns.
- Lesson 7. Dialogues: What's the day today? Days of the week. 105-126
 How many days a week do we have classes? What do you do on Saturday? On Sunday, etc. Counting from 20 - 100.
 Structural Features: Who and which in all three genders (the nominative case used exclusively with masculine nouns)
- Lesson 8. Dialogues: Where are you from? I am from.... 127-145
 Are you married? Is your wife from there, too? How many children do you have?
 Structural Features: The passive case of the personal pronoun in all persons (singular and plural).



FIRST LESSON

IPQTO MASHMA

DIALOGUE I

Translation

1. Good morning.
2. Good morning.
3. Good morning, Mr. Smith.
4. Good morning, Mr. Melas.
5. How are you?
6. Well, thank you.
7. Are you a student?
8. Yes, I am a student.
9. Are you an enlisted man?
10. Yes, I am an enlisted man.
11. Are you an officer?
12. No, I am not an officer.
13. Is Mr. Brown an officer?
14. Yes, Mr. Brown is an officer.
15. So long.
16. Good bye.

DIALOGUE I

ΔΙΑΛΟΓΟΣ Ι

1. Καλημέρα σας.
2. Καλημέρα σας.
3. Καλημέρα σας, κύριε Σμύθ.
4. Καλημέρα σας, κύριε Μελά.
5. Πώς είστε;
6. Καλά, εύχαριστώ.
7. Είστε μαθητής;
8. Ναί, είμαι μαθητής.
9. Είστε στρατιώτης;
10. Ναί, είμαι στρατιώτης.
11. Είστε αξιωματικός;
12. Όχι, δεν είμαι αξιωματικός.
13. Είναι αξιωματικός ο κύριος Μπράουν;
14. Ναί, ο κύριος Μπράουν είναι αξιωματικός.
15. Χαίρετε.
16. Άντίο σας.

LESSON 1

<p>1</p>	<p>2</p>
<p>3</p>	<p>4</p>
<p>5</p>	<p>6</p>
<p>7</p>	<p>8</p>
<p>9</p>	<p>10</p>
<p>11</p>	<p>12</p>
<p>13</p>	<p>14</p>
<p>15</p>	<p>16</p>

DIALOGUE II

Translation

1. Good morning, Mr. Melas.
2. Good morning, Mr. Smith.

3. How are you, Mr. Melas?
4. I am well, thank you.

5. Is Mr. Smith well?
6. Yes, Mr. Smith is well.

7. Is Mr. Smith a student?
8. Yes, Mr. Smith is a student.

9. Are you an enlisted man, Mr. Melas?
10. No, I am not an enlisted man.

11. Are you a student?
12. No, I am an instructor.

13. Is this a pencil?
14. Yes, this is a pencil.

15. Is this a book?
16. Yes, this is a book.

17. Is this a table?
18. Yes, this is a table.

19. Is the pencil on the table?
20. Yes, the pencil is on the table.

21. Is the book in the basket?
22. No, the book isn't in the basket.

23. Is the paper in the basket?
24. Yes, the paper is in the basket.

DIALOGUE II

ΔΙΑΛΟΓΟΣ ΙΙ

1. Καλημέρα σας, κύριε Μελά.
2. Καλημέρα σας, κύριε Σμιθ.

3. Πώς είστε, κύριε Μελά;
4. Είμαι καλά, ευχαριστώ.

5. Είναι καλά ο κύριος Σμιθ;
6. Ναι, ο κύριος Σμιθ είναι καλά.

7. Είναι μαθητής ο κύριος Σμιθ;
8. Ναι, ο κύριος Σμιθ είναι μαθητής.

9. Είστε στρατιώτης, κύριε Μελά;
10. Όχι, δεν είμαι στρατιώτης.

11. Είστε μαθητής;
12. Όχι, είμαι καθηγητής.

13. Είναι μολύβι αυτό;
14. Ναι, αυτό είναι μολύβι.

15. Είναι βιβλίο αυτό;
16. Ναι, αυτό είναι βιβλίο.

17. Είναι τραπέζι αυτό;
18. Ναι, αυτό είναι τραπέζι.

19. Είναι τό μολύβι στο τραπέζι;
20. Ναι, τό μολύβι είναι στο τραπέζι.

21. Είναι τό βιβλίο στο καλάθι;
22. Όχι, τό βιβλίο δεν είναι στο καλάθι.

23. Είναι τό χαρτί στο καλάθι;
24. Ναι, τό χαρτί είναι στο καλάθι.

PROSE TEXT

ΚΕΙΜΕΝΟ

Ὁ κύριος Σιμὼ εἶναι στρατιώτης. Δέν εἶναι
ἀξιωματικός. Εἶναι μαθητής.

Ὁ κύριος Μελάς δέν εἶναι στρατιώτης. Δέν
εἶναι μαθητής. Ὁ κύριος Μελάς εἶναι καθηγητής.

Τὸ βιβλίον εἶναι στό τραπέζι. Δέν εἶναι στό
καλάθι. Τὸ μολύβι εἶναι στό τραπέζι. Δέν εἶναι
στό καλάθι. Τὸ χαρτί εἶναι στό καλάθι. Δέν εἶναι
στό τραπέζι.

QUESTIONS

ΕΡΩΤΗΣΕΙΣ

1. Είστε μαθητής;
2. Είστε αξιωματικός;
3. Είμαι στρατιώτης;
4. Είναι στρατιώτης ο κύριος Μελᾶς;
5. Είναι μαθητής ο κύριος Μελᾶς;
6. Είναι τό χαρτί στό καλάθι;
7. Είναι βιβλο αὐτό;
8. Είναι τό καλάθι στό τραπέζι;
9. Είναι αξιωματικός ο κύριος Σμῆθ;
10. Είναι αξιωματικός ο κύριος Μπράουν;
11. Είναι τό μολύβι στό καλάθι;
12. Κύριε Μελᾶ, εἶστε μαθητής;

EXERCISES

ΑΣΚΗΣΕΙΣ

1.

Αυτό είναι βιβλίο. Τι είναι αυτό;

Αυτό είναι βιβλίο.

Αυτό είναι μολύβι. Τι είναι αυτό;

Αυτό είναι μολύβι.

Αυτό είναι χαρτί. Τι είναι αυτό;

Αυτό είναι χαρτί.

Αυτό είναι τραπέζι. Τι είναι αυτό;

Αυτό είναι τραπέζι.

Αυτό είναι καλάθι. Τι είναι αυτό;

Αυτό είναι καλάθι.

2.

Είναι μολύβι αυτό;

Ναι, αυτό είναι μολύβι.

Είναι χαρτί αυτό;

Ναι, αυτό είναι χαρτί.

Είναι τραπέζι αυτό;

Ναι, αυτό είναι τραπέζι.

Είναι καλάθι αυτό;

Ναι, αυτό είναι καλάθι.

Είναι βιβλο αυτό;

Ναι, αυτό είναι βιβλο.

3.

Είναι αυτό βιβλο;

Όχι, αυτό δεν είναι βιβλο. Είναι μολύβι.

Είναι αυτό μολύβι;

Όχι, αυτό δεν είναι μολύβι. Είναι βιβλο.

Είναι αυτό τραπέζι;

Όχι, αυτό δεν είναι τραπέζι. Είναι χαρτί.

Είναι αυτό χαρτί;

Όχι, αυτό δεν είναι χαρτί. Είναι μολύβι.

Είναι αυτό καλάθι;

Όχι, αυτό δεν είναι καλάθι. Είναι τραπέζι.

4.

Τό βιβλο είναι στο τραπέζι. Ποῦ είναι τό βιβλο;

Τό βιβλο είναι στο τραπέζι.

Τό μολύβι είναι στο τραπέζι. Ποῦ είναι τό μολύβι;

Τό μολύβι είναι στο τραπέζι.

Τό χαρτί είναι στο καλάθι. Ποῦ είναι τό χαρτί;

Τό χαρτί είναι στο καλάθι.

5.

Είναι τὸ βιβλίο στὸ καλάθι;

Ὁχι, τὸ βιβλίο δὲν εἶναι στὸ καλάθι.

Εἶναι τὸ μολύβι στὸ καλάθι;

Ὁχι, τὸ μολύβι δὲν εἶναι στὸ καλάθι.

Εἶναι τὸ τραπέζι στὸ καλάθι;

Ὁχι, τὸ τραπέζι δὲν εἶναι στὸ καλάθι.

Εἶναι τὸ καλάθι στὸ τραπέζι;

Ὁχι, τὸ καλάθι δὲν εἶναι στὸ τραπέζι.

VOCABULARY

ΛΕΞΙΛΟΓΙΟ

άντιο	good-bye
ἀξιωματικός, ὁ	officer
αὐτό	this
βιβλίο, τό	book
δέ(ν)	not (preceding a verb)
εἶμαι	I am
εἶναι	he is, she is, it is
εἶστε	you are
εὐχαριστῶ	thank you
καθηγητής, ὁ	instructor, professor
καλῶ	well
καλάθι, τό	basket
καλημέρα	good morning
κύριος, ὁ	Mr., master, gentleman, man
κύριε	Mr., Sir (form used in direct address)
μολύβι, τό	pencil
ναί	yes
ὁ	the (masculine article)
οὐχι	no

πώς;	how?
σας	you, to you
στο	in the, on the, to the, at the
στρατιώτης, ο	enlisted man, soldier
το	the (neuter article)
τραπέζι, το	table
χαίρετε	hello!, goodbye!, so long!
χαρτί, το	paper, piece of paper

SECOND LESSON
ΔΕΥΤΕΡΟ ΜΑΘΗΜΑ

DIALOGUE I

Translation

1. Good morning (to you), Mr. Smith.
2. Good morning, Mr. Melas. How are you?
3. Well, thank you. You?
4. Very well, thank you.
5. Are you at school, Mr. Smith?
6. Yes, I am at school.
7. Is Mr. Brown at school?
8. Yes, Mr. Brown is at school, too.
9. Where am I?
10. You are at school, too.
11. Where are we now, you and I?
12. We are at school.
13. Where's the commandant?
14. The commandant is at the office.
15. Is the commandant an officer?
16. Yes, the commandant is an officer.
17. Where are Mr. and Mrs. Pappas?
18. Mr. and Mrs. Pappas are at home.
19. Where is Miss Pappas?
20. Miss Pappas is at the office.

DIALOGUE I

ΔΙΑΛΟΓΟΣ Ι

1. Καλημέρα σας, κύριε Σμιθ.
2. Καλημέρα σας, κύριε Μελβ. Πώς είστε;
3. Καλά, εύχαριστώ. Έσείς;
4. Πολύ καλά, εύχαριστώ.
5. Είστε στο σχολείο, κύριε Σμιθ;
6. Μάλιστα, είμαι στο σχολείο.
7. 'Ο κ. Μπράουν είναι στο σχολείο;
8. Μάλιστα, και 'ο κ. Μπράουν είναι στο σχολείο.
9. 'Εγώ ποῦ είμαι;
10. Καί έσείς είστε στο σχολείο.
11. Ποῦ είμαστε τώρα, έσείς και έγώ;
12. Είμαστε στο σχολείο.
13. Ποῦ είναι 'ο διοικητής;
14. 'Ο διοικητής είναι στο γραφείο.
15. Είναι αξιωματικός 'ο διοικητής;
16. Μάλιστα, 'ο διοικητής είναι αξιωματικός.
17. Ποῦ είναι 'ο κύριος και 'η κυρία Παππῆ;
18. 'Ο κύριος και 'η κυρία Παππῆ είναι στο σπίτι.
19. Ποῦ είναι 'η δεσποινίς Παππῆ;
20. 'Η δεσποινίς Παππῆ είναι στο γραφείο.

LESSON 2

<p>1</p>	<p>2</p>
<p>3</p>	<p>4</p>
<p>5</p>	<p>6</p>
<p>7</p>	<p>8</p>
<p>9</p>	<p>10</p>
<p>11</p>	<p>12</p>
<p>13</p>	<p>14</p>
<p>15</p>	<p>16</p>

DIALOGUE II

Translation

1. What's this, Mr. Smith?
2. This is a book.

3. Where's the book?
4. The book is on the table.

5. Where's the piece of paper (paper)?
6. The piece of paper is in the basket.

7. Is the book on the table?
8. Yes, the book's on the table.

9. Where's the piece of paper, on the table or in the basket?
10. The piece of paper's in the basket.

11. Are the pencil and the book on the table?
12. Yes, the pencil and the book are on the table.

13. Are Mr. and Mrs. Pappas here?
14. No, Mr. and Mrs. Pappas are at home.

15. Where are you, Costas?
16. I am here.

17. Is Mr. Smith here, too?
18. Yes, he is here.

19. Is the commandant here?
20. No, the commandant isn't here.

21. Am I a student?
22. No, you aren't. You are a professor.

23. Is the office here?
24. No, the office is there.

DIALOGUE II

ΔΙΑΛΟΓΟΣ ΙΙ

1. Τι είναι αυτό, κύριε Σμιθ;
2. Αυτό είναι βιβλίο.
3. Ποῦ είναι τὸ βιβλίο;
4. Τὸ βιβλίο είναι στὸ τραπέζι.
5. Ποῦ είναι τὸ χαρτί;
6. Τὸ χαρτί είναι στὸ καλθθί.
7. Είναι τὸ βιβλίο στὸ τραπέζι;
8. Μάλιστα, τὸ βιβλίο είναι στὸ τραπέζι.
9. Ποῦ είναι τὸ χαρτί, στὸ τραπέζι ἢ στὸ καλθθί;
10. Τὸ χαρτί είναι στὸ καλθθί.
11. Είναι τὸ μολύβι καὶ τὸ βιβλίο στὸ τραπέζι;
12. Μάλιστα, τὸ μολύβι καὶ τὸ βιβλίο είναι στὸ τραπέζι.
13. Είναι ἐδῶ ὁ κύριος καὶ ἡ κυρία Παρκῆ;
14. Ὁχι, ὁ κύριος καὶ ἡ κυρία Παρκῆ είναι στὸ σκίτι.
15. Ἐσὺ ποῦ εἶσαι, Κώστα;
16. Ἐγὼ εἶμαι ἐδῶ.
17. Είναι καὶ ὁ κύριος Σμιθ ἐδῶ;
18. Μάλιστα, εἶναι ἐδῶ.
19. Είναι ἐδῶ ὁ διοικητής;
20. Ὁχι, ὁ διοικητής δὲν είναι ἐδῶ.
21. Εἶμαι ἐγὼ μαθητής;
22. Ὁχι, δὲν εἶστε. Εἶστε καθηγητής.
23. Είναι ἐδῶ τὸ γραφεῖο;
24. Ὁχι, τὸ γραφεῖο είναι ἐκεῖ.

PROSE TEXT

ΚΕΙΜΕΝΟ

Ὁ διοικητής εἶναι τώρα στό γραφεύο. Εἶναι ἀξιωματικός. Δέν εἶναι μαθητής. Ἐγώ εἶμαι στό σχολεύο. Εἶμαι μαθητής. Εἶμαι στρατιώτης. Δέν εἶμαι ἀξιωματικός.

Ὁ κύριος καί ἡ κυρία Παπκά εἶναι στό σπίτι. Δέν εἶναι στό σχολεύο. Ὁ κύριος Σμιθ εἶναι μαθητής. Εἶναι ἐδῶ τώρα. Καί ὁ καθηγητής εἶναι ἐδῶ τώρα.

Τό μολύβι, τό βιβλίο, τό καλάθι καί τό τραπέζι εἶναι ἐδῶ. Ὁ κύριος Σμιθ καί ἐγώ εἴμαστε στό σχολεύο.

GRAMMAR ANALYSIS

Γραμματική

1. Greek nouns belong to the masculine, feminine or neuter gender, and this classification applies to animate as well as to inanimate things. Grammatical gender can be detected by the article which usually precedes the noun. To an experienced observer the ending of a noun can also (but not always) be a clue. But since the article is the one stable element indicating grammatical gender it is recommended that a student learn each new noun along with its article as one unit. This is also the way to pronounce correctly because to the hearer of the language the article and the noun are heard as one word and not as two separate units.
- 2 (a) Neuter nouns are preceded by the article ΤΟ and usually end in Ο, in Ι, or in ΜΑ.
Examples: τὸ βιβλίο, τὸ μολύβι, τὸ μάθημα.
- (b) The preposition ΣΕ (in, on, to, at) combines with the article ΤΟ to form the combination ΣΤΟ. The meaning of this combination is in the, on the, to the, at the.
- 3 (a) Feminine nouns are preceded by the article Η and usually end in Α or in Η, occasionally in ΙΣ.
Examples: ἡ κυρία, ἡ γλώσσα, ἡ δεσποινίς.
- 4 (a) Masculine nouns generally end in ΟΣ, in ΗΣ, or in ΑΣ. Exceptions will be taken up later.
Examples: ὁ κύριος, ὁ μαθητής, ὁ πατέρας.
- 5 (a) The conjugation of the verb to be - εἶμαι - is given below. The student should note that the Greeks use the 2nd person singular of verbs very frequently the guideline being that if a person knows someone well enough to call him by his given name he should use

the singular form of the verb in the 2nd person. All formal conversation requires the 2nd person of the plural. In the Greek Army an enlisted man always addresses an officer in the plural while an officer talks to an enlisted man in the singular. No one ever talks to a child in the 2nd person of the plural. The verb to be is conjugated as follows:

Present Tense

1. εἶμαι	εἶμαστε
2. εἶσαι	εἶστε
3. εἶναι	εἶναι

- (b) Greek verbs are generally used without the personal pronoun because they normally have different endings for each person in the singular and in the plural and this makes the personal pronouns as distinguishing factors unnecessary.
- (c) The personal pronoun is not omitted always, however. It is used with the verb to indicate contrast or emphasis.

Examples: I am an enlisted man; you are an officer.
Who is Mr. Smith? I am Mr. Smith.

'Εγώ εἶμαι στρατιώτης, ἐσεὶ εἶστε ἀξιωματικός.
Ποιὸς εἶναι ὁ κύριος Σμιθ; 'Εγώ εἶμαι ὁ κύριος Μάρβουν.

- 6 (a) The Greek personal pronoun is as follows:

<u>Singular</u>	<u>Plural</u>
1. ἐγώ - I	1. ἐμεῖς - we
2. ἐσύ - you (thou)	2. ἐσεῖς - you
3. αὐτός - he	αὐτοί - they (masc)
3. αὐτή - she	3. αὐτές - they (fem.)
αὐτό - it	αὐτά - they (neut.)

- 7 (a) There is an inversion of word order for all interrogative sentences in Greek. When asking a question in Greek the verb usually starts the question and the subject closes it. A statement, on the other hand, generally follows the subject-verb-direct object sequence as an English statement normally does. Ex.

(John has a book. 'Ο Γιάννης έχει βιβλίο).
 When a question word like who? what? where? etc. starts a question then the verb is placed immediately after it, again the same way as it would be in English.

Examples: What is this? Τι είναι αυτό;
 This is a book. Αυτό είναι βιβλίο.

Is John an officer? Είναι αξιωματικός
 John is an officer. ο Γιάννης;
 officer. 'Ο Γιάννης είναι αξιωματικός.

- 8 (a) With the exception of the verb to have which is used as an auxiliary verb in the perfect tenses (I have seen, he has written, etc.) the Greek language does not use auxiliary verbs. Therefore, when asking questions, you should be careful to invert your word order for all verbs, not only for the verb to be and the verbs corresponding to the English auxiliary verbs.

Examples: Is John a student? Είναι μαθητής
 ο Γιάννης;
 Does John have a book? Έχει βιβλίο
 ο Γιάννης;

QUESTIONS

ΕΡΩΤΗΣΕΙΣ

1. Ποῦ εἶστε τώρα;
2. Εἶναι στὸ σπίτι ἡ κυρία Παππᾶ;
3. Εἵμαστε τώρα στὸ σπίτι ἢ στὸ σχολεῖο;
4. Ποῦ εἶναι ὁ διοικητής;
5. Εἶναι στὸ γραφεῖο ὁ καθηγητής;
6. Εἶναι τὸ χαρτί στὸ καλάθι;
7. Ποῦ εἶναι τὸ βιβλίο καὶ τὸ μολύβι;
8. Εἶναι μαθητής ὁ κύριος Σμύθ;
9. Εἶναι ἀξιωματικός ὁ κύριος Μπράουν;
10. Εἶστε μαθητής; Ἐγὼ τί εἶμαι;
11. Εἶναι ἐδῶ ὁ καθηγητής;
12. Τί εἶστε, μαθητής ἢ καθηγητής;
13. Ποῦ εἶναι ὁ κύριος Σμύθ;
14. Εἶναι στὸ σχολεῖο ἡ κυρία Παππᾶ;
15. Ἔσεῖς εἶστε στὸ σχολεῖο. Ἐγὼ ποῦ εἶμαι;
16. Ποῦ εἶναι τὸ καλάθι;

EXERCISES

ΑΣΚΗΣΕΙΣ

1.

'Ο κ. Σμύθ είναι μαθητής. 'Εσείς τι είστε;

Και ἐγώ εἶμαι μαθητής.

'Ο διοικητής είναι στο γραφείο. 'Εσείς ποῦ είστε;

'Εγώ εἶμαι στο σχολείο.

'Ο διοικητής είναι αξιωματικός. 'Εσείς τι είστε;

Και ἐγώ εἶμαι αξιωματικός.

Τό βιβλίο είναι στο τραπέζι. Ποῦ είναι τὸ μολύβι;

Και τὸ μολύβι είναι στο τραπέζι.

2.

'Ο κ. καὶ ἡ κ. Παππᾶ είναι τώρα στο σπίτι. Ποῦ είναι ὁ διοικητής;

'Ο διοικητής είναι στο γραφείο.

Τὸ βιβλίο καὶ τὸ μολύβι είναι στο τραπέζι. Ποῦ είναι τὸ χαρτί;

Τὸ χαρτί είναι στο καλάθι.

'Εσείς καὶ ἐγώ εἶμαστε στο σχολείο. Ποῦ είναι ἡ κυρία Παππᾶ;

'Ἡ κυρία Παππᾶ είναι στο σπίτι.

'Ἐμεῖς εἶμαστε στο σχολείο. 'Εσείς ποῦ είστε;

Και ἐμεῖς εἶμαστε στο σχολείο.

Ὁ κ. καὶ ἡ κ. Παππᾶ εἶναι στὸ σκίτι. Ἐμεῖς ποῦ εἴμαστε;

Ἐμεῖς εἴμαστε στὸ σχολεῖο.

Ὁ κ. Σμιθ καὶ ὁ κ. Μπράουν δὲν εἶναι τᾶρα στὸ σκίτι.

Ποῦ εἶναι;

Εἶναι στὸ σχολεῖο.

Ἐσεῖς εἴστε μαθητῆς. Ἐγὼ τί εἶμαι;

Ἐσεῖς εἴστε καθηγητῆς.

Ὁ διοικητῆς εἶναι ἀξιωματικὸς. Ἐσεῖς τί εἴστε;

Ἐγὼ εἶμαι στρατιώτης.

3.

Τὸ γραφετὸ εἶναι στὸ σχολεῖο. Ποῦ εἶναι τὸ γραφετὸ;

Τὸ γραφετὸ εἶναι στὸ σχολεῖο.

Τὸ βιβλὸ εἶναι στὸ γραφετὸ. Ποῦ εἶναι τὸ βιβλὸ;

Τὸ βιβλὸ εἶναι στὸ γραφετὸ.

Τὸ μολύβι εἶναι στὸ τραπέζι. Ποῦ εἶναι τὸ μολύβι;

Τὸ μολύβι εἶναι στὸ τραπέζι.

Ὁ κ. Σμιθ εἶναι καλᾶ. Πῶς εἶναι ὁ κ. Σμιθ;

Ὁ κ. Σμιθ εἶναι καλᾶ.

Ὁ κ. καὶ ἡ κ. Παππᾶ εἶναι καλᾶ. Πῶς εἶναι ὁ κ. καὶ ἡ

Παππᾶ;

Ὁ κ. καὶ ἡ κ. Παππᾶ εἶναι καλᾶ.

Ἐμεῖς πῶς εἶμαστε;

Καὶ ἔμεῖς εἶμαστε καλὰ.

Ὁ καθηγητὴς δὲν εἶναι ἀξιωματικὸς. Ἔσεῖς εἶστε;

Μάλιστα, ἐγὼ εἶμαι.

Ὅχι, ἐγὼ δὲν εἶμαι.

Ἐγὼ δὲν εἶμαι ἀξιωματικὸς. Ὁ διοικητὴς εἶναι;

Μάλιστα, εἶναι.

Τὸ χαρτί δὲν εἶναι στὸ τραπέζι. Τὸ μολύβι εἶναι;

Μάλιστα, εἶναι.

Ἔσεῖς καὶ ἐγὼ δὲν εἶμαστε στὸ σπῆτι. Ἡ κ. Παππᾶ εἶναι;

Μάλιστα, εἶναι.

4.

Ἐγὼ εἶμαι καθηγητὴς. Ἐσὺ τί εἶσαι;

Ἐγὼ εἶμαι μαθητὴς.

Ἐσὺ εἶσαι μαθητὴς. Αὐτὸς τί εἶναι;

Καὶ αὐτὸς εἶναι μαθητὴς.

Ἐμεῖς εἶμαστε στὸ σχολεῖο. Ποῦ εἶναι ὁ διοικητὴς;

Ὁ διοικητὴς εἶναι στὸ γραφεῖο.

Ἡ κυρία Παππᾶ δὲν εἶναι στὸ σχολεῖο. Ἐγὼ εἶμαι;

Μάλιστα, ἔσεῖς εἶστε;

Ὁ κ. Παππᾶς δὲν εἶναι μαθητὴς. Ἔσεῖς εἶστε;

Μάλιστα, ἐγὼ εἶμαι.

Ἐμεῖς εἴμαστε στὸ σχολεῖο. Ποῦ εἶναι ὁ κύριος Παππᾶς;

Ὁ κύριος Παππᾶς εἶναι στὸ σκέτι.

Ἐγὼ εἶμαι ἐδῶ τώρα. Ἔσεῖς εἶστε;

Μάλιστα, καὶ ἐγὼ εἶμαι.

Ἐγὼ εἶμαι ἐδῶ τώρα. Ἔσεῖς εἶστε, κύριε Χ καὶ κύριε Υ;

Μάλιστα, καὶ ἐμεῖς εἴμαστε.

Ἔσεῖς εἶστε ἐδῶ τώρα. Ἐγὼ εἶμαι;

Μάλιστα, καὶ ἔσεῖς εἶστε.

5.

Ὁ διοικητὴς εἶναι στὸ γραφεῖο. Ποῦ εἶναι ὁ διοικητὴς;

Ὁ διοικητὴς εἶναι στὸ γραφεῖο.

Ὁ μαθητὴς εἶναι στὸ σκέτι. Ποῦ εἶναι ὁ μαθητὴς;

Ὁ μαθητὴς εἶναι στὸ σκέτι.

Τὸ βιβλίο εἶναι στὸ τραπέζι. Ποῦ εἶναι τὸ βιβλίο;

Τὸ βιβλίο εἶναι στὸ τραπέζι.

Τὸ τραπέζι εἶναι ἐδῶ. Ποῦ εἶναι τὸ τραπέζι;

Τὸ τραπέζι εἶναι ἐδῶ.

Τὸ καλάθι εἶναι ἐκεῖ. Ποῦ εἶναι τὸ καλάθι;

Τὸ καλάθι εἶναι ἐκεῖ.

6.

Εἶστε ἀξιωματικὸς ἢ στρατιώτης, κύριε Ζηζῆ;

Εἶμαι στρατιώτης.

Ἐγώ εἶμαι στρατιώτης;

Ὅχι, δέν εἶστε.

Ὁ κ. Μπρόουν τί εἶναι;

Ὁ κ. Μπρόουν εἶναι ἀξιωματικός.

Εἶναι ἐδῶ τώρα ὁ διοικητής;

Ὅχι, δέν εἶναι.

Ποῦ εἶναι;

Εἶναι στό γραφεῖο.

Ποῦ εἶμαστε τώρα ἐσεῖς καί ἐγώ;

Εἶμαστε στό σχολεῖο.

Δέν εἶμαστε στό σκίτι;

Ὅχι, δέν εἶμαστε.

7.

Εἶναι ἐδῶ ἡ κυρία Παππᾶ;

Ὅχι, δέν εἶναι.

Εἶναι ἐδῶ ὁ διοικητής;

Ὅχι, δέν εἶναι.

Ποῦ εἶναι ὁ διοικητής;

Ὁ διοικητής εἶναι στό γραφεῖο.

Ποῦ εἶναι τό γραφεῖο, ἐδῶ ἢ ἐκεῖ;

Τό γραφεῖο εἶναι ἐκεῖ.

Ποῦ εἶναι τό καλᾶθι, ἐδῶ ἢ ἐκεῖ;

Τό καλᾶθι εἶναι ἐκεῖ (ἐδῶ).

VOCABULARY

ΛΕΞΙΛΟΓΙΟ

γραφείο, τό	desk / office
δασκoiνίς, ή	Miss
διοικητής, ό	commandant, commander
έγώ	I
έδω	here
έκεí	there
έσείς	you (2nd person plural)
έσύ	you (2nd person singular)
ή	the (feminine article)
ή	or
καθηγητής, ό	instructor, professor
καί	and / too, also
κυρία, ή	lady, Mrs.
πολύ	much / very
πού;	where?
οίκτι, τό	house, home
σχολείο, τό	school
τί;	what?
τάρα	now

THIRD LESSON

TPITO MASHMA

DIALOGUE I

Translation

1. Good morning, gentlemen.
2. Good morning, sir.
3. What subject (lesson) are we having now?
4. We're having Greek.
5. Are we having Greek at home or at school?
6. We're having Greek at school.
7. Does Mr. Smith have Greek, too? (Has Greek and Mr. Smith?)
8. Yes, Mr. Smith has Greek, too. (Yes, and Mr. Smith has Greek).
9. Is Mr. Smith a Greek? (Is Greek Mr. Smith?)
10. No, Mr. Smith is an American. (Mr. Smith is American).
11. Am I an American? (I, am I American?)
12. No, you are Greek.
13. Do you speak Greek, Mr. Smith?
14. Yes, I speak Greek.
15. Do Mr. and Mrs. Pappas speak Greek?
(Do they speak Greek Mr. and Mrs. Pappas?)
16. Yes, Mr. and Mrs. Pappas speak Greek.
17. What language do you speak at home, Mr. Brown?
18. I speak English at home.

DIALOGUE I

ΔΙΑΛΟΓΟΣ Ι

1. Καλημέρα σας, κύριοι.
2. Καλημέρα σας, κύριε.
3. Τι μάθημα έχουμε τώρα;
4. Έχουμε ελληνικά.
5. Έχουμε ελληνικά στο σπίτι ή στο σχολείο;
6. Έχουμε ελληνικά στο σχολείο.
7. Έχει ελληνικά και ο κύριος Σμιθ;
8. Μάλιστα, και ο κ. Σμιθ έχει ελληνικά.
9. Είναι Έλληνας ο κ. Σμιθ;
10. Όχι, ο κ. Σμιθ είναι Αμερικανός.
11. Εγώ είμαι Αμερικανός;
12. Όχι, έσείς είστε Έλληνας.
13. Μιλάτε ελληνικά, κύριε Σμιθ;
14. Μάλιστα, μιλώ ελληνικά.
15. Μιλάνε ελληνικά ο κ. και η κ. Παπιά;
16. Μάλιστα, ο κ. και η κ. Παπιά μιλάνε ελληνικά.
17. Τι γλώσσα μιλάτε στο σπίτι, κύριε Μπράουν;
18. Μιλώ άγγλικά στο σπίτι.

