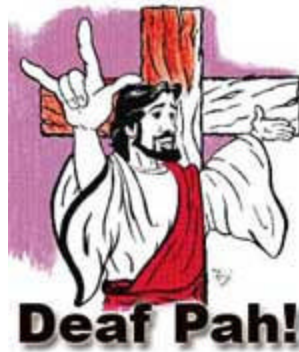


NEW TESTAMENT GREEK - II

Mentor's Guide

(Taught by Rev. Ron Friedrich)



**Greek II
Mentor's Guide**

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DIT Greek II curriculum and content

For this course, we use *Hey, Andrew! Teach Me Some Greek!* Level 5 workbook. Greek II closely follows the workbook lessons, without inserting supplemental practice sheets, as we did throughout the Greek I course.

The only interruption to the lesson schedule is one session for a concordance study which exposes students to the Greek tools in either *Young's* or *Strong's* concordance. You, as mentor, will take an active role in teaching that lesson. You may need to loan your concordance to the student for this assignment. The concordance work sheets are included in the Greek II student guide.

The workbook begins with a thorough review of vocabulary and grammar covered in Greek I. You may apply suitable quizzes from the Greek I mentor's guide for the student's work in the first eight lessons.

This course introduces:

- ✓ Adjective declension and usage
- ✓ Prepositions
- ✓ 1st declension masculine nouns
- ✓ New nouns, verbs, adverbs, conjunctions
- ✓ Proper nouns (names and capitalized titles)

Mentor materials:

From www.greekstuff.com: ***Hey, Andrew! Teach Me Some Greek! Level 5***
Workbook
Answer Key ("full" or "answers only")
Flash Cards
Quizzes and Exams

From WebCT

DIT Greek II Student Guide, page 8-13 (concordance study worksheets)
DIT Greek II Mentor's Guide (this document)

DIT Greek II quizzes (which I can email to you)

Materials you will need to loan to your student (unless your student already owns a copy):

Either *Strong's Exhaustive Concordance of the Bible*
or *Young's Analytical Concordance to the Bible*.

Optional:

The Englishman's Greek Concordance of the New Testament, by George Wigram

Lesson Teaching Notes

Lessons 1-8

These lessons review the vocabulary and grammar of the previous course (DIT Greek I, *Hey Andrew! Teach Me Some Greek! Level 4*). In these lessons, you may reuse some of Greek I quizzes, as noted in the mentor's lesson schedule. The schedule cites both Greek I and Greek II quizzes, both *Hey Andrew!...Level 4* and *Level 5* quizzes. Be alert so as not to confuse them.

Lesson 9

This is the first lesson of new material. The first word of new vocabulary is the adjective:

ἀγαθός, -ή, -όν

Reinforce the significance of the three gender endings. Refer to Lessons 12-17, which introduce adjective declension, or the paradigm in the appendix.

Lesson 9 also introduces proper nouns. This means the student needs to start learning upper case letters. A footnote in the workbook explains that names and titles often appear with the definite article, which is not usually translated into English. Illustrate the point by showing the student John 11:35 in the Greek NT. The shortest in the Bible - "Jesus wept" - really has three words in the Greek text: ἐδάκρυσεν ὁ Ἰησοῦς.

Lessons 18 - 19

Page 87 introduces our Lord's title ὁ Χριστός. Remind the student that although the article often appears with the name in the Greek New Testament, we don't usually translate the definite article with the name.

Demonstrate for your student the formation of the "Chi-Rho" symbol and the common abbreviation for Christmas - "Xmas" - both as derivatives of Χριστός.

Page 87 introduces the word δέ ("and" or "but"). In the video clip for this lesson we tell the student that this is a conjunction that serves as a transition from one sentence or phrase to a new sentence or phrase. δέ is a weak word which translators of the Bible often omit in some texts. Students have already learned καί ("and") and ἀλλά ("but") which are more emphatic than δέ.

The word δέ also introduces the student to the concept of postpositive words -- words which cannot stand in the first position in a sentence or phrase. It is usually the second word in the phrase.

Page 88 has an important footnote that applies to one of the vocabulary words: οὐ, οὐκ, οὐχ. Show your student examples of the rule described in that footnote.

Page 89 introduces the word ὅτι. Explain to your student that this word is **not** a demonstrative pronoun ("that one"), but it is a conjunction which introduces a dependent clause, meaning "so that," "in order that," or "because."

Page 89 also introduces the dual conjunction: καί... καί "both... and..." A well known NT example of this construction is Acts 2:36. *"Therefore let all the house of Israel know assuredly that God has made this Jesus, whom you crucified, both Lord and Christ."* (NKJV)

Page 93 introduces the conjunction γάρ. The lesson offers only the word "for" as a translation for this word. Remind your student that this word is a conjunction, meaning "because". γάρ is not a preposition. Suggest that the student write the word "because" on his/her flash card. Also note that γάρ is postpositive; it cannot stand as the first word in a phrase.

Page 95 -- Hint to the student: οὐδέ is a combination of οὐ and δέ. Stay alert to other compound words throughout this course...

page	lesson		page	lesson	
109	22	ἀναβαίνω	127	28	ἀναβλέπω
109	22	κατάαινω	137	30	ἀπολύω
109	22	παραλαμβάνω	151	33	οὐκέτι
121	27	συνάγω	151	33	ὅπου

Lesson 20

This lesson explains two uses of adjectives: attributive and predicate. There is a third -- the substantive use -- in which an adjective acts like a noun, standing in the place of an unspecified noun. *Hey, Andrew! Teach Me Some Greek!* introduces the substantive use in Level 7, lesson 7.

Lesson 21

On the flash card or ὑπέρ with the genitive, write "for" as an alternate translation for "in behalf of."

Concordance Study

At this point in the student's development it would be worthwhile to expose the student to the Greek linguistic tools imbedded in either *Strong's Exhaustive Concordance* or *Young's Analytical Concordance*. Most of us in ministry have one of these concordances in our personal libraries.

Strong's Exhaustive Concordance lists all the English words of the KJV text in alphabetical order, and under each word it lists in order the Biblical references where that word appears in the KJV text. Adjacent to each Biblical reference is a code number. That code number represents a specific Hebrew or Greek word in the short lexicon section of the concordance. This allows the student to look up the specific Greek word that is used in Scripture.

Young's Analytical Concordance also lists the English words of the KJV text in alphabetical order. But under each heading, the concordance subdivides the list into all the Hebrew and Greek root words that happen be translated as that particular English word.

Another valuable Bible study tool which every pastor should have on his shelf is *The Englishman's Greek Concordance of the New Testament*, by George Wigram. This concordance lists each word of the Greek New Testament in Greek alphabetical order, with corresponding Biblical references printed in English (KJV). This concordance gives the student of the Bible a quick overview of the variety of nuances that are implied by any Greek word in the NT. Many times I find this inexpensive resource more valuable than the expensive lexicon.

Wigram, like many popular Bible study tools, cross references its entries to the lexicon in *Strong's* concordance by means of *Strong's* code numbers.

Computer programs which have Greek NT study tools are very useful, but they may overwhelm students who have not yet learned the intricacies of the tense, mood, and voice of verbs.

Please read the concordance study worksheets in the DIT Greek II student guide. When you meet with your student, guide him/her through the organization of the concordance, and then give the student some practice using the concordance. Finally, turn the student loose to do the activity described on the worksheets.

Lessons 21 & 22

These lessons introduce the student to Greek prepositions. You may need to help your student see (1) the connection between the preposition and the object of the preposition, and (2) the impact of the object's case on the meaning of the preposition. Also remind the student to be alert to verbs which combine with prepositions to form a new word.

Lesson 27

This lesson introduces a collective noun, ὁ λαός "the people." Most occurrences of this word in the New Testament are in a singular form; there are a few instances where it is plural. What may confuse a beginning student is that this singular noun has a plural meaning, and in this case, must be translated into English as a plural. You may assist your student by explaining the grammatical concept of a collective noun.

In lesson 19 (page 95) the student was introduced to the negative: οὐδέ - "and not, nor, not even." In lesson 27 (page 125) the student meets: οὐδέ... οὐδέ "neither... nor." This pattern is similar to one which the student has already learned with καί... καί "both... and." You can find a practice sentence that illustrates οὐδέ... οὐδέ on page 128, sentence #4. Take a moment with your student to clarify and reinforce this construction. Other "neither... nor" constructions which you often find in the New Testament are

οὔτε... οὔτε (example: Matt. 6:20)
οὐ... οὐδέ (example: Matt. 6:28)
μήτε... μήτε (example: Matt. 11:18)
μηδέ... μηδέ (example: Mark 8:26)

Lesson 31

This lesson introduces the Greek construction for contrasting or correlating clauses: μέν... δέ... A typical English translation is, "On the one hand... On the other hand..." The video for this

lesson offers a somewhat labored explanation of the μέν-δέ construction. You may do better at this than I have done.

The most common μέν-δέ pattern we find in the New Testament is **contrast**:

Matthew 9:37 ...*The harvest truly*[μέν] *is plentiful, but*[δέ] *the laborers are few.* (NKJV)

Matthew 26:41 ...*The spirit indeed*[μέν] *is willing, but*[δέ] *the flesh is weak.*

1 Corinthians 7:7. ...ὁ μὲν οὕτως, ὁ δὲ οὕτως. (*the one in one way, and the other in another way.*)

In other instances, μέν-δέ introduces **augmenting information**..

Romans 8:17 ...*and if children, then heirs -- heirs* [μέν*] *of God and*[δέ] *joint heirs with Christ...* (*μέν is not translated)

1 Corinthians 1:23 *but we preach Christ crucified, to the Jews* [μέν*] *a stumbling block and*[δέ] *to the Greeks foolishness...*

...and delineates **lists**:

Matthew 13:8 *But others fell on good ground and yielded a crop: some*[μέν] *a hundredfold, some*[δέ] *sixty, some*[δέ] *thirty.*

Matthew 16:14 ...*Some* [μέν*] *say John the Baptist, some* [δέ*] *Elijah, and*[δέ] *others Jeremiah or one of the prophets.*

1 Corinthians 1:12 ...*each of you says, "I am* [μέν*] *of Paul," or*[δέ] *"I am of Apollos," or*[δέ] *"I am of Cephas," or*[δέ] *"I am of Christ."*

Jude 8 *Likewise also these dreamers* [μέν*] *defile the flesh, [δέ*] reject authority, and*[δέ] *speak evil of dignitaries.*

If you have the Bauer/Arndt/Gingrich[/Danker] lexicon, please read the entire entry under μέν. Note section 2, where BAG[D] makes the case that where the parallel δέ is absent (as is often the case in the NT), "the contrast is either implied from the context, and therefore can be omitted as obvious," or "the contrast is actually expressed, but not in an adversative form."

Greek grammars tag μέν as postpositive; it cannot stand as the first word in a sentence or clause (as is δέ; see lesson 18). The author of our curriculum is aware of this omission in the introduction of μέν... δέ on page 141 and the structural error in the first practice sentence on page 142. This will be corrected in future editions.

Lesson schedule:

After you finish each assignment, please write a check in the box.

Introduction to GREEK II

Student assignment:

- Video

LESSON 1 - ALPHABET REVIEW

Student assignment:

- Hey, Andrew!* Worktext 5, pages 1-4

quiz from mentor:

Alphabet

Greek I Quiz 1

Greek I Quiz 2

Greek I Supplement flash cards

LESSON 2 - VOCABULARY REVIEW

Student assignment:

- Hey, Andrew!* Worktext 5, pages 5-14

quiz from mentor:

Level 5 flash cards "page 13"

LESSON 3 - VOCABULARY REVIEW

Student assignment:

- Hey, Andrew!* Worktext 5, pages 15-24

quiz from mentor:

Level 5 flash cards "page 21"

LESSON 4 - GRAMMAR REVIEW

Student assignment:

- Hey, Andrew!* Worktext 5, pages 25-29

quiz from mentor:

Paradigm practice #1 & #3 (back section of the DIT Greek II study guide)

Level 5 flash cards "page 29"

LESSON 5 - GRAMMAR REVIEW

Student assignment:

- Hey, Andrew!* Worktext 5, pages 30-34

quiz from mentor:

Paradigm practice #2 (back section of the DIT Greek II study guide)

Level 5 flash cards "page 31"

LESSON 6 - GRAMMAR REVIEW

Student assignment:

- Hey, Andrew!* Worktext 5, pages 35-39

quiz from mentor:

Level 4 flash cards: "page 80" "page 95"

Level 5 flash cards "page 39"

LESSON 7 - GRAMMAR REVIEW

Student assignment:

- Hey, Andrew!* Worktext 5, pages 40-44

quiz from mentor:

Paradigm practice #4 (back section of the DIT Greek II study guide)

Hey Andrew! Level 5, Quiz #1

Level 5 flash cards "page 43"

LESSON 8 - GRAMMAR REVIEW

Student assignment:

- Hey, Andrew!* Worktext 5, pages 45-48

quiz from mentor:

DIT Greek II Quiz 1

Level 4 flash cards: "page 100" (punctuation)

Level 5 flash cards "page 45"

LESSON 9 - NEW VOCABULARY

Student assignment:

- Video

- Hey, Andrew!* Worktext 5, pages 49-52

quiz from mentor:

Level 5 flash cards "page 51"

LESSON 10 - NEW VOCABULARY

Student assignment:

- Hey, Andrew!* Worktext 5, pages 53-56

quiz from mentor:

Level 5 flash cards "page 55"

LESSON 11 - NEW VOCABULARY

Student assignment:

- Video

- Hey, Andrew!* Worktext 5, pages 57-60

quiz from mentor:

Level 5 flash cards "page 59"

LESSON 12 - ADJECTIVES - nominative and genitive - singular

Student assignment:

- Video
- Hey, Andrew!* Worktext 5, pages 61-64

quiz from mentor:

DIT Greek II Quiz 2
Level 5 flash cards "page 63"

LESSON 13 - ADJECTIVES - dative and accusative - singular

Student assignment:

- Hey, Andrew!* Worktext 5, pages 65-68

quiz from mentor:

DIT Greek II Quiz 3
Level 5 flash cards "page 67"

LESSON 14 - ADJECTIVES - vocative singular, adjective practice

Student assignment:

- Hey, Andrew!* Worktext 5, pages 69-74

quiz from mentor:

DIT Greek II Quiz 4
Level 5 flash cards "page 69"

LESSON 15 - ADJECTIVES - nominative, vocative, and genitive - plural

Student assignment:

- Hey, Andrew!* Worktext 5, pages 75-78

quiz from mentor:

Level 5 flash cards "page 77"

LESSON 16 - ADJECTIVES - dative and accusative - plural

Student assignment:

- Hey, Andrew!* Worktext 5, pages 79-82

quiz from mentor:

DIT Greek II Quiz 5
Level 5 flash cards "page 81"

LESSON 17 - Adjective practice

Student assignment:

- Hey, Andrew!* Worktext 5, pages 83-86

quiz from mentor:

Hey Andrew! Level 5, Quiz #2
Level 5 flash cards "page 81"

LESSON 18 - NEW VOCABULARY

Student assignment:

- Video
- Hey, Andrew!* Worktext 5, pages 87-92

quiz from mentor:

Midterm exam
Level 5 flash cards "page 91"

LESSON 19 - NEW VOCABULARY

Student assignment:

Hey, Andrew! Worktext 5, pages 93-98

quiz from mentor:

Level 5 flash cards "page 95"

LESSON 20 - USES OF ADJECTIVES

Student assignment:

Video

Hey, Andrew! Worktext 5, pages 99-100

quiz from mentor:

Level 5 flash cards "page 99"

CONCORDANCE STUDY

Student assignment:

Video

DIT Greek II Student Guide, pages 11-15

quiz from mentor:

Level 5 flash cards "page 99"

LESSON 21 - NEW VOCABULARY: Prepositions

Student assignment:

Video

Hey, Andrew! Worktext 5, pages 101-106

quiz from mentor:

Level 5 flash cards "page 105"

LESSON 22 - NEW VOCABULARY: Compound verbs

Student assignment:

Video

Hey, Andrew! Worktext 5, pages 107-112

quiz from mentor:

Level 5 flash cards "page 109"

LESSON 23 - PREPOSITIONS: Relationships

Student assignment:

Video

Hey, Andrew! Worktext 5, pages 113-114

quiz from mentor:

Level 5 flash cards "page 113"

LESSON 24 - PROCLITICS

Student assignment:

- Video
 - Hey, Andrew!* Worktext 5, pages 115-116
- quiz from mentor:**
Level 5 flash cards "page 113"

LESSON 25 - LEARNING PREPOSITIONS

Student assignment:

- Video
 - Hey, Andrew!* Worktext 5, page 117
- quiz from mentor:**

Level 5 flash cards "page 113"

LESSON 26 - Preposition and adjective practice

Student assignment:

- Hey, Andrew!* Worktext 5, pages 118-120
- quiz from mentor:**

Level 5 flash cards "page 113"

LESSON 27 - NEW VOCABULARY

Student assignment:

- Video
 - Hey, Andrew!* Worktext 5, pages 121-126
- quiz from mentor:**

Level 5 flash cards "page 125"

LESSON 28 - NEW VOCABULARY

Student assignment:

- Hey, Andrew!* Worktext 5, pages 127-132
- quiz from mentor:**

Hey Andrew! Level 5, Quiz #3
Level 5 flash cards "page 129"

LESSON 29 - MASCULINE FIRST DECLENSION - singular and plural

Student assignment:

- Video
 - Hey, Andrew!* Worktext 5, pages 133-134
- quiz from mentor:**

DIT Greek II Quiz 6
Level 5 flash cards "page 133"

LESSON 30 - NEW VOCABULARY

Student assignment:

- Video
 - Hey, Andrew!* Worktext 5, pages 135-140
- quiz from mentor:**

Level 5 flash cards "page 139"

LESSON 31 - NEW VOCABULARY

Student assignment:

- Video
- Hey, Andrew!* Worktext 5, pages 141-146

quiz from mentor:

Level 5 flash cards "page 143"

LESSON 32 - Vocabulary and paradigm practice

Student assignment:

- Hey, Andrew!* Worktext 5, pages 147-148

quiz from mentor:

Level 5 flash cards "page 143"

LESSON 33 - NEW VOCABULARY

Student assignment:

- Hey, Andrew!* Worktext 5, pages 149-154

quiz from mentor:

Level 5 flash cards "page 153"

LESSON 34 - NEW VOCABULARY

Student assignment:

- Hey, Andrew!* Worktext 5, pages 155-160

quiz from mentor:

Hey Andrew! Level 5, Quiz #4
Level 5 flash cards "page 157"

LESSON 35 - FINAL REVIEW - Part 1

Student assignment:

- Video
- Hey, Andrew!* Worktext 5, pages 161-165

quiz from mentor:

Level 5 flash cards "page 157"

LESSON 36 - FINAL REVIEW - Part 2

Student assignment:

- Hey, Andrew!* Worktext 5, pages 166-170

quiz from mentor:

Level 5 flash cards "page 157"
Final exam with your mentor

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Mentor's Guide



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