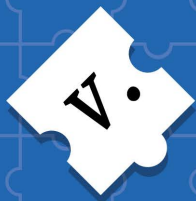




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# LEARN GREEK GRAMMAR

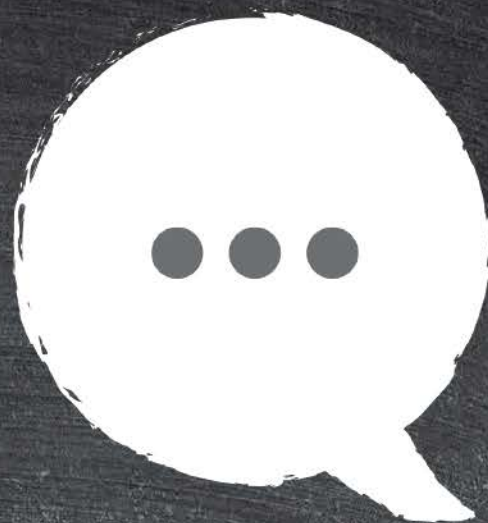
25 Sentence Patterns  
For Beginners

innovative LANGUAGE

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## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #1

## Talking About Your Profession

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### CONTENTS

- Formal Greek
- Formal Romanization
- Formal English
- Vocabualry
- Sample sentences
- Vocabulary phrase usage
- Grammar

#1

## FORMAL GREEK

1. (Εγώ) είμαι καρδιολόγος.
2. (Εγώ) είμαι ταμίας.
3. Εγώ είμαι μηχανικός.
4. Εσύ είσαι αγρότισσα.
5. Αυτός δεν είναι γιατρός.
6. Εσείς είστε καθηγήτρια;

## FORMAL ROMANIZATION

1. (Egó) íme kardiológos.
2. (Egó) íme tamías.
3. Egó íme mihanikós.
4. Esí íse agrótisa.
5. Aftós den íne yatrós.
6. Esís íste kathiyíttria?

## FORMAL ENGLISH

1. I am a cardiologist.
2. I'm a cashier.
3. I'm an engineer.
4. You are a farmer.
5. He is not a doctor.
6. Are you a professor?

## VOCABULARY

Greek	Vowelled Romanization	Gender	Class	English
ηθοποιός	ithopiós	masculine	noun	actor
δασκάλα	daskála	feminine	noun	teacher
γραφίστας, γραφίστρια	grafístas, grafístria	masculine, feminine	noun	graphic designer
φούρναρης, φουρνάρισσα	fúrnaris, furnárisa		noun	baker
κοινωνικός λειτουργός, κοινωνική λειτουργός	"kinonikós liturgós, kinonikí liturgós"	masculine, feminine	phrase	social worker

## SAMPLE SENTENCES

<p>Αυτοί είναι ηθοποιοί.</p> <p>Aftí íne ithopíí.</p> <p>"They are actors."</p>	<p>Έσφιξα το χέρι ενός διάσημου ηθοποιού στην πρεμιέρα.</p> <p>Ésfixa to héri enós diásimu ithopíú stin premiéra.</p> <p>"I shook hands with a famous actor at a premiere."</p>
<p>Αυτή είναι δασκάλα.</p> <p>Aftí íne daskála.</p> <p>"She is a teacher."</p>	<p>Αυτός είναι γραφίστας.</p> <p>Aftós íne grafístas.</p> <p>"He is a graphic designer."</p>
<p>Εσύ είσαι φουρνάρισσα.</p> <p>Esí íse furnárisa.</p> <p>"You are a baker."</p>	<p>Εμείς είμαστε κοινωνικοί λειτουργοί.</p> <p>Emís ímaste kinonikí lituryí.</p> <p>"We are social workers."</p>

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the third element: (δυνατός τύπος προσωπικής αντωνυμίας στην ονομαστική) + ρήμα «είμαι» + **ουσιαστικό ή φράση επαγγέλματος**  
*(dínatós típos prosopikís andonimías stin onomastiki) + ríma "íme" + usiastikó í frási epangélmatos*  
 "(strong form personal pronoun in the nominative) + verb "to be" + **profession noun or phrase**"  
 (Εγώ) είμαι **καρδιολόγος**.  
*(Egó) íme kardiológos.*  
 "I am a **cardiologist**."

Replace "Profession Noun Or Noun Phrase" For:			Word Class	Gender
Target	Romanization	English		
δάσκαλος, δασκάλα	<i>dáskalos,</i> <i>daskála</i>	teacher	noun	masculine, feminine
κοινωνικός λειτουργός, κοινωνική λειτουργός	<i>kinonikós</i> <i>liturgós,</i> <i>kinonikí liturgós</i>	social worker	noun phrase	masculine, feminine
ηθοποιός	<i>ithopíós</i>	actor/actress	noun	masculine and feminine
γραφίστας, γραφίστρια	<i>grafístas,</i> <i>grafístría</i>	graphic designer	noun	masculine, feminine
φούρναρης, φουρνάρισσα	<i>fúrnaris,</i> <i>furnárisa</i>	baker	noun	

### Sample Sentences:

Αυτή είναι δασκάλα.

*Aftí íne daskála.*

"She is a teacher."

Εμείς είμαστε κοινωνικοί λειτουργοί.

*Emís ímaste kinonikí lituryí.*

"We are social workers."

Αυτοί είναι ηθοποιοί.

*Aftí íne ithopí.*

"They are actors."

Αυτός είναι γραφίστας.

*Aftós íne grafístas.*

"He is a graphic designer."

Εσύ είσαι φουρνάρισσα.

*Esí íse furnárisa.*

"You are a baker."

## GRAMMAR

**The Focus of This Lesson is Talking About Your Profession.**

**Use the following pattern to let others know what you do for a living.**

**(δυνατός τύπος προσωπικής αντωνυμίας στην ονομαστική) + ρήμα είμαι + ουσιαστικό ή φράση επαγγέλματος**

*(dinatós típos prosopikís antonimías stin onomastikí) + ríma íme + usiastikó í frási epangélmatos*

**"(strong form personal pronoun in the nominative) + verb "to be" + profession noun or phrase"**

---

(Εγώ) είμαι καρδιολόγος.

*(Egó) íme kardiológos.*

"I am a cardiologist."

Just like in English, Greek usually follows an SVO structure when it comes to word order of sentences. SVO stands for **Subject-Verb-Object**. If the verb is a linking verb, such as the verb "to be," then instead of an object we might have a predicate. When the verb's subject is a personal pronoun, Greeks usually omit it because the verb itself indicates whether we are talking about the 1st, 2nd or 3rd person in either the singular or the plural. The personal pronoun is used only to make the context clear or for emphasis. For example, when you want to say "It is I who is a cardiologist," as opposed to someone else, instead of saying "I am a cardiologist." In that case, you can start your sentence with the personal pronoun in the nominative case, followed by the verb, in this pattern the verb "to be" in the first person singular of the present tense, since you are talking about your own profession. The subject, in this case the pronoun, and the verb need to always "agree" in person and number. Then, at the end of the sentence comes the profession, which is usually a noun in the nominative case but it can also be a noun phrase that describes a profession. A noun phrase may consist of an adjective and a noun, among other types of words. Finally, note that unlike English, in Greek, the indefinite article "a/an" is not needed before the profession noun or noun phrase.

### 1. Strong form personal pronouns in the nominative

---

A personal pronoun (προσωπική αντωνυμία, *prosopikí antonimía*) is a word that denotes:

- the speaker (first person, "I")

- the person we are talking to (second person, "you")

- the person, animal or thing we are talking about (third person, "he"/"she"/"it/they")

There are two subgroups of personal nouns in Greek:

a) Emphatic or strong forms (δυνατοί τύποι, *dinatí típi*).

b) Clitic or weak forms (αδύνατοι τύποι, *adínati típi*).

The strong forms are called like this because in speech they can either be used in a sentence or on their own. They help us emphasize someone or something or distinguish it from someone or something else. They are the equivalent of the English "I", "you", "he" etc.

The weak forms are used more often, but never on their own. They always depend on other words and we use them when we don't want to emphasize something or distinguish it from something else. They are the equivalent of the English "me", "you", "him" etc.

All personal pronouns, strong and weak, are declinable, that means that they have different forms, just like the English noun "cat" changes to "cats" in the plural number. The whole set of different forms that a declinable word may present in Greek is called **declension**, or κλίση (*klísi*), literally meaning "inclination." And each different form a declinable word may have, is called **case**, or πτώση (*ptósi*), literally meaning "fall."

The grammatical case is the first characteristic of declension. The other two characteristics are **gender** (γένος, *yénos*) and **number** (αριθμός, *arithmós*.) There are four cases in Greek: the **nominative** (ονομαστική, *onomastikí*), the **genitive**, (γενική, *yenikí*), the **accusative**, (αιτιατική, *etiaticí*), and the **vocative** case (κλιτική, *klitikí*.) There are also three genders in Greek: **masculine**, (αρσενικό, *arsenikó*), **feminine**, (θηλυκό, *thilikó*), and **neuter** (ουδέτερο, *udétero*.) And just like in English, there are two numbers: singular (ενικός, *enikós*), and plural (πληθυντικός, *plithindikós*.)

The nominative case is the base case, the one that is used for all declinable words in dictionaries. So it indicates the dictionary form of declinable words. In the pattern that we are examining in this lesson, we need to use the strong forms of the personal pronouns **in the nominative case**. That's because the nominative case is the case that is always used in a **subject** (υποκείμενο, *ipokíméno*), and as a rule, also in a **predicate** (κατηγορούμενο, *katigorúmeno*.) In this pattern, the personal pronoun in nominative is the subject and the profession noun or noun phrase is the predicate. Subjects and predicates are connected through a **linking verb** (συνδετικό ρήμα, *sindetikó ríma*), also called a '**copular verb**,' in this case the verb είμαι (*íme*, "to be.") We will look into predicates in the next lesson. For now, let's see the nominative forms of the strong personal pronouns in detail:

Strong Personal Pronouns - Nominative Case			
	Singular		
Person	Masculine	Feminine	Neuter
1st person	εγώ* ( <i>egó</i> , "I")		
2nd person	εσύ* ( <i>esí</i> , "you")		
3rd person	αυτός ( <i>aftós</i> , "he")	αυτή ( <i>aftí</i> , "she")	αυτό ( <i>aftó</i> , "it")
	Plural		
Person	Masculine	Feminine	Neuter
1st person	εμείς* ( <i>emís</i> , "we")		
2nd person	εσείς* ( <i>esís</i> , "you")		
3rd person	αυτοί ( <i>aftí</i> , "they")	αυτές ( <i>aftés</i> , "they")	αυτά ( <i>aftá</i> , "they")

\* The first and second person in the singular and plural have one form for all genders. Since they also start with ε, they might lose their initial ε if the previous word ends with an α, ο (ω), or accented έ. For example: εγώ → γω, εσύ → συ (losing their accent marks since they become monosyllabic.) The loss of the initial ε is not grammatically necessary, but it is very common in literature and in colloquial speech. This phonetic phenomenon is called "apheresis" (αφαίρεση, *aféresi*.)

## 2. Auxiliary verb "to be" (είμαι, ίme)

---

Verbs (ρήμα, *ríma*) are the words that show us that a person, an animal, or an inanimate object either:

-acts

-is in a certain state

-or something happens to it.

That person, animal, or inanimate object is the grammatical **subject** (υποκείμενο, *ipokímENO*) of a verb.

Now that we've seen the most basic forms of the personal pronouns, we are ready to have a look at the conjugation of the most basic Greek verb the auxiliary verb είμαι (*ίme*, "to be").

Again the word "conjugation" in Greek is called κλίση (*klísi*). Just like in English, there are 3 persons: 1st, 2nd and 3rd for "I," "you" and "he/she/it." There are two numbers, singular and plural, and 2 voices, **active** (ενεργητική, *eneryitiki*) and **passive** (παθητική, *pathitiki*.) As for the **tenses** (χρόνοι, *hróni*.) there are 8 tenses in Greek.

Although when we are referring to a verb in English we use its infinitive form, for example "to be," in Greek, we refer to a verb in its first-person singular present tense form. So είμαι (*ίme*) doesn't really mean "to be," it means "I am." Like we mentioned before, it's not always necessary to add the personal pronoun before the Greek verb. And in case you are wondering, there is such thing as an **infinitive** (απαρέμφατο, *aparémfato*) in Greek, but it is something completely different from the English infinitive.

The Greek verb είμαι (*ίme*, "to be") doesn't have forms for all the 8 tenses. It only has forms for the present tense, the past tense, and the future tense in the indicative. Let's see its conjugation below:



Auxiliary Verb Είμαι (Íme, "To Be")			
Indicative			
Person	Present tense	Past tense	Future tense
Singular			
1st person	<b>είμαι</b> (íme, "I am")	<b>ήμουν(α)*</b> (ímun(a), "I was")	<b>θα είμαι</b> (tha íme, "I will be")
2nd person	<b>είσαι</b> (íse, "you are")	<b>ήσουν(α)*</b> (ísun(a), "you were")	<b>θα είσαι</b> (tha íse, "you will be")
3rd person	<b>είναι</b> (íne, "he/she/it is")	<b>ήταν(ε)*</b> (ítan(e), "he/she/it was")	<b>θα είναι</b> (tha íne, "he/she/it will be")
Plural			
1st person	<b>είμαστε</b> (ímaste, "we are")	<b>ήμαστε</b> (written) or <b>ήμασταν</b> (spoken) (ímaste/ímastan, "we were")	<b>θα είμαστε</b> (tha ímaste, "we will be")
2nd person	<b>είστε</b> (standard) or <b>είσαστε</b> (casual) (íste/ísaste, "you are")	<b>ήσαστε</b> (written) or <b>ήσασταν</b> (spoken) (ísaste/ísastan, "you were")	<b>θα είστε</b> (standard) or <b>θα είσαστε</b> (casual) (tha íste/tha ísaste, "you will be")
3rd person	<b>είναι</b> (íne, "they are")	<b>ήταν(ε)*</b> (ítan(e), "they were")	<b>θα είναι</b> (tha íne, "they will be")

\* The forms using the final vowel are more casual. For a more standard or formal speech, use the forms without the final vowel.

Note that είναι can be either "he/she/it is" or "they are." Also ήταν(ε) can be either "he/she/it was" or "they were." When there's no pronoun, the context usually tells which person the verb refers to. If not, Greeks use the pronoun, name or other helpful word to make the meaning clear.

The negation of a verb in the **indicative** (οριστική, *oristikí*) is always formed by adding the particle **δεν** (*den*, "not") immediately before the verb and after the pronoun, name or other word indicating the person, should it exist. For example: (εγώ) δεν είμαι ((egó) *den íme*, "I am not").

The future progressive tense of all verbs in Greek is formed by simply adding the particle **θα** (*tha*, "will") before the present tense forms.

### 3. Profession nouns & articles

A **noun** (ουσιαστικό, *usiastikó*) is a part of speech that refers to persons, animals, objects, places, and concepts that express an attribute, an action, or a state among others. Either alone or with an article, a noun's purpose is to complete, in a way, the meaning of the verb of a sentence by either being a subject, an object, or a determiner in general.

Every single Greek noun belongs to a certain gender: either the masculine, the feminine or the neuter gender. The gender is not necessarily related to the physical gender or other characteristics of what the noun denotes. For example, the Greek word for "boy" (το αγόρι, to agóri) is neuter, not masculine.

Greek nouns are declinable; for each number, they have four forms, one for each of the grammatical cases (nominative, genitive, accusative, and vocative.) A noun's ending changes depending on the case and number, forming thus a specific pattern. We classify Greek nouns according to these ending patterns, creating lots of different groups which are organized by gender.

The Greek profession nouns come in masculine and feminine gender only. Some professions use the masculine form for both men and women and some professions have two different forms for each gender. The percentage is around 50/50.

There are no rules that help us convert a masculine profession noun into the feminine form, so learning the feminine forms is a matter of memorization. Apart from the nouns that are identical for the two genders, there are 3 ways that the feminine profession nouns are created:

1. By replacing the masculine ending with a feminine one. For example, ο αθλητής - η αθλήτρια (*o athlitís - i athlítia*, "athlete").
2. By using a completely different word. For example, ο κουρέας - η κομμώτρια (*o kuréas - i komótria*, "barber - hairdresser").
3. Periphrastically. For example, οι γυναίκες πιλότοι (*i yinékes pilóti*, "female pilots"). This is used mainly for the plural feminine versions of the two-gendered nouns because although in singular the article helps distinguish the genders, for example ο πιλότος (masculine) - η πιλότος (feminine) (*o pilótos - i pilótos*, "pilot"), in plural, the article is identical for the two genders, οι πιλότοι (*i pilóti*) (masculine/feminine).

Not all professions are expressed with single noun words, though. There are many professions that consist of either two nouns or an adjective and a noun, forming therefore a noun phrase. For example, "the substitute teacher" is ο αναπληρωτής καθηγητής (*o anaplirotís kathiyitís*) for the masculine gender and η αναπληρώτρια καθηγήτρια (*i anaplirotía kathiyítia*) for the feminine gender.

More details on profession nouns will be examined on lesson 14 of the "[Absolute Beginner Questions Answered by Stefania](#)" video series.

In general:

Nouns, adjectives, and articles don't have one form in Greek. Instead, they get modified depending on the gender, number and case that is needed grammatically.

They may also require a definite or an indefinite article in front of them just like in English.

Finally, keep in mind that in a noun phrase, the adjective will always agree in gender with the noun it defines.

In this series, we will study some of the noun and adjective groups. For the moment, here is the declension of the Greek definite and indefinite articles that are used together with nouns and adjectives:

Definite Article			
-ο, -η -το (-o, -i, -to, "the")			
Singular			
Case	Masculine	Feminine	Neuter
Nominative	ο (o)	η (i)	το (to)
Genitive	του (tu)	της (tis)	του (tu)
Accusative	τον (ton)	τη(ν) (ti(n))*	το (to)
Vocative	-	-	-
Plural			
Nominative	οι (i)	οι (i)	τα (ta)
Genitive	των (ton)	των (ton)	των (ton)
Accusative	τους (tus)	τις (tis)	τα (ta)
Vocative	-	-	-

\* The final ν (n) is used before a word that begins with a vowel or the letters κ (k), π (p), τ (t), ξ (x), ψ (ps), and the double consonant combinations μπ (b), ντ (d), γκ (g), τσ (ts), and τζ (j). In all other cases, it is omitted.

Indefinite Article			
ένας, μία/μια, ένα (énas, μία/mia, éna, "a(n)")			
Singular			
Case	Masculine	Feminine	Neuter
Nominative	ένας (énas)	μία/μια (mía/mia)	ένα (éna)
Genitive	ενός (enós)	μίας/μιας/μιανής* (mías/mias/mianís)	ενός (enós)
Accusative	έναν (énan)	μία(ν)/ μια(ν)** (mía(n)/mia(n))	ένα (éna)
Vocative	-	-	-

\* Colloquial form.

\*\* The final ν (n) is used before a word that begins with a vowel or the letters κ (k), π (p), τ (t), ξ (x), ψ (ps), and the double consonant combinations μπ (b), ντ (d), γκ (g), τσ (ts), and τζ (j). In all other cases, it is omitted.

#### Note:

Just like in English, there are no plural forms for the Greek indefinite article.

#### Review

So remember, to talk about your profession just say "I" in Greek, εγώ (egó,) plus the verb "to be," and add your profession. Make sure the profession's gender matches yours or the subject's gender, if you are talking about someone else.



## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #2

## Describing Emotions

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### CONTENTS

- Formal Greek
- Formal Romanization
- Formal English
- Vocabualry
- Sample sentences
- Vocabulary phrase usage
- Grammar

# #2

## FORMAL GREEK

1. (Εσύ) είσαι χαρούμενη.
2. (Αυτός) είναι λυπημένος.
3. (Αυτή) είναι θυμωμένη.
4. Είμαστε ενθουσιασμένοι!
5. Δεν είσαι ήρεμος.
6. Είσαι περήφανη;

## FORMAL ROMANIZATION

1. (Esí) íse harúmeni.
2. (Aftós) íne lipiménos.
3. (Aftí) íne thimoméni.
4. Ímaste enthusiazméni!
5. Den íse íremos.
6. Íse perífani?

## FORMAL ENGLISH

1. You are glad.
2. He is sad.
3. She is angry.
4. We are excited!
5. You are not calm.
6. Are you proud?

## VOCABULARY

Greek	Vowelled	Romanization	Gender	Class	English
ευτυχισμένος		eftihisménos	masculine	participle	happy
ήσυχος		ísihos	masculine	adjective	quiet
ανήσυχος		anísihos	masculine	adjective	anxious
νευρικός		nevrikós	Masculine	adjective	nervous
δυστυχισμένος, δυστυχισμένη, δυστυχισμένο		distihizménos, distihizméni, distihizménó	masculine, feminine, neuter	participle	unhappy

## SAMPLE SENTENCES

Είμαστε ευτυχισμένοι Ímaste eftihizméni. "We are happy."	Είμαι ήσυχος. Íme ísihos. "I'm calm."
Αυτά είναι ανήσυχα. Aftá íne anísiha. "They are worried."	Η μάνα ήταν ανήσυχη καθώς περίμενε να βγουν τα αποτελέσματα των ιατρικών εξετάσεων του παιδιού της. I mána ítan anísihi kathós perímene na vgun ta apotelésmata ton iatrikón exetáseon tu pediú tis. "The mother was nervous while waiting for her child's medical results to come."
Εσείς είστε νευρικοί. Esís íste nevrikí. "You are nervous."	Όταν γνωρίζει νέα άτομα, γίνεται νευρικός. Ótan gnorízi néa átoma, gínete nevrikós. "When he meets new people, he becomes nervous."
Είναι δυστυχισμένη Íne distihizméni. "She is unhappy."	

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the third element:  
(δυνατός τύπος προσωπικής αντωνυμίας στην ονομαστική) + ρήμα «είμαι» + **επίθετο/κλιτή μετοχή**  
(*dinatós típos prosopikís andonimías stin onomastikí*) + *ríma* "íme" + **epítheto/klití metohí**  
"(strong form personal pronoun in the nominative) + verb "to be" + **adjective/declinable participle**"  
(Εσύ) είσαι **χαρούμενη**.  
(*Esí*) *íse* **harúmeni**.  
"You are **happy**."

Replace "Adjective/Declinable Participle" For:			Word Class	Gender
Target	Romanization	English		
ευτυχισμένος ευτυχισμένη ευτυχισμένο	eftihizménos eftihizméni eftihizménó	happy	participle	masculine feminine neuter
δυστυχισμένος δυστυχισμένη δυστυχισμένο	distihizménos distihizméni distihizménó	unhappy, unfortunate	participle	masculine feminine neuter
ήσυχος ήσυχη ήσυχο	ísihos ísihi ísiho	silent, quiet, calm, assured	adjective	masculine feminine neuter
ανήσυχος ανήσυχη ανήσυχο	anísihos anísihi anísiho	worried, concerned, troubled, uneasy, restless	adjective	masculine feminine neuter
νευρικός νευρική νευρικό	nevrikós nevrikí nevrikó	nervous	adjective	masculine feminine neuter

### Sample Sentences:

Είμαστε ευτυχισμένοι

*Ímaste eftihizméni.*

"We are happy."

Είναι δυστυχισμένη

*Íne distihizméni.*

"She is unhappy."

Είμαι ήσυχος.

*Íme ísihos.*

"I'm calm."

Αυτά είναι ανήσυχα.

*Aftá ine anísiha.*

"They are worried."

Εσείς είστε νευρικοί.

*Esís íste nevrikí.*

"You are nervous."

## GRAMMAR

**The Focus of This Lesson is Describing Someone's Emotions or Feelings.**

**Use the following pattern to describe someone's emotions or feelings.**

**(δυνατός τύπος προσωπικής αντωνυμίας στην ονομαστική) + ρήμα «είμαι» + επίθετο/κλιτή μετοχή**

*(dinatós típos prosopikís andonimías stin onomastikí) + ríma "íme" + epítheto/klití metohí*

**"(strong form personal pronoun in the nominative) + verb "to be" + adjective/declinable participle"**

(Εσύ) είσαι χαρούμενη.

*(Esí) íse harúmeni.*

"You are happy."



As you already learned from the previous lesson, you can omit the pronoun if it is understood from the context who the subject is. Next, use the verb "to be" in the correct form of the present tense depending on the subject. Remember, the verb and the subject, in this case a pronoun which can be mentioned or assumed, need to "agree" in person and number. After the verb, choose an adjective or a declinable participle that denotes an emotional state or feeling.

## 1. Adjective group: -ος, -η, -ο (-os, -i, -o) ending adjectives

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An **adjective** (επίθετο, *epítheto*) is a word that denotes the qualities or attributes of someone or something. In Greek grammar, adjectives define nouns which can be either mentioned in a sentence or implied. Greek adjectives come in all three genders, and they need to have the same gender, number, and case as the noun they define. They can be placed before the noun (more common) or after it (less common), and, sometimes, the verb "to be" might stand between the two.

### For example:

Είναι **ήσυχο παιδί**. (adjective + noun)

*Íne ísiho pedí.*

"It's a quiet child."

Είναι **παιδί ήσυχο**. (noun + adjective)

*Íne pedí ísiho.*

"It's a quiet child."

**Το παιδί είναι ήσυχο**. (noun + verb "to be" + adjective)

*To pedí íne ísiho.*

"The child is quiet."

**Ήσυχο είναι το παιδί**. (adjective + verb "to be" + noun)

*Ísiho íne to pedí.*

"The child is quiet."

Some adjectives, depending on their meaning, can also be used as nouns by removing the noun they define and adding an article to them. The omitted noun is then understood by the context.

### For example:

**Οι αισιόδοξοι** βλέπουν το ποτήρι μισογεμάτο.

*I esiódoxi vlépun to potíri misoyemáto.*

"**The optimists** (lit. "**the optimistic**" implying the noun "people") see the glass half-full."

Greek dictionaries show adjectives in the masculine form, but most also include the feminine and neuter endings. When learning a new adjective, it is best to memorize it in all three genders.

There are a few different masculine, feminine, and neuter adjective endings, and each adjective's masculine, feminine, and neuter ending respectively in the nominative case creates a particular pattern. We classify Greek adjectives according to these ending patterns, creating a few different groups.

In this lesson, we will study the group of the **-ος, -η, -ο** (-os, -i, -o) adjectives. Most Greek adjectives belong to this group. In the following table we have separated the endings from the root of the adjective for easier study and memorization. This is something you'll be seeing often in Greek grammar tables.

<b>-Ος, -Η -Ο (-Os, -I, -O) Adjective</b>			
<b>έκπληκτος, έκπληκτη, έκπληκτο</b> ( <i>ékpliktos, ékplikti, ékplikto</i> , "surprised")			
<b>Singular</b>			
<b>Case</b>	<b>Masculine</b>	<b>Feminine</b>	<b>Neuter</b>
<b>Nominative</b>	ο έκπληκτ-ος ( <i>o ékpliktos</i> )	η έκπληκτ-η ( <i>i ékplikti</i> )	το έκπληκτ-ο ( <i>to ékplikto</i> )
<b>Genitive</b>	του έκπληκτ-ου ( <i>tu ékpliktu</i> )	της έκπληκτ-ης ( <i>tis ékpliktis</i> )	του έκπληκτ-ου ( <i>tu ékpliktu</i> )
<b>Accusative</b>	τον έκπληκτ-ο ( <i>ton ékplikto</i> )	την έκπληκτ-η ( <i>tin ékplikti</i> )	το έκπληκτ-ο ( <i>to ékplikto</i> )
<b>Vocative</b>	έκπληκτ-ε ( <i>ékplikte</i> )	έκπληκτ-η ( <i>ékplikti</i> )	έκπληκτ-ο ( <i>ékplikto</i> )
<b>Plural</b>			
<b>Nominative</b>	οι έκπληκτ-οι ( <i>i ékplikti</i> )	οι έκπληκτ-ες ( <i>i ékpliktes</i> )	τα έκπληκτ-α ( <i>ta ékplikta</i> )
<b>Genitive</b>	των έκπληκτ-ων ( <i>ton ékplikton</i> )	των έκπληκτ-ων ( <i>ton ékplikton</i> )	των έκπληκτ-ων ( <i>ton ékplikton</i> )
<b>Accusative</b>	τους έκπληκτ-ους ( <i>tus ékpliktus</i> )	τις έκπληκτ-ες ( <i>tis ékpliktes</i> )	τα έκπληκτ-α ( <i>ta ékplikta</i> )
<b>Vocative</b>	έκπληκτ-οι ( <i>ékplikti</i> )	έκπληκτ-ες ( <i>ékpliktes</i> )	έκπληκτ-α ( <i>ékplikta</i> )

\* The above endings are the same for the accented -ός, -ή, -ό (-ós, -í, -ó) group of adjectives, with the only difference being the accentuation.

### Similar adjectives that express a feeling or an emotion:

**αισιόδοξος** (*esiódoxos*) "optimistic, hopeful," **απαισιόδοξος** (*apesiódoxos*) "pessimistic," **αμήχανος** (*amíhanos*) "embarrassed, awkward," **ανάστατος** (*anástatos*) "upset, troubled, uneasy," **ανήσυχος** (*anísihos*) "worried, concerned, restless" **ανυπόμονος** (*anipómonos*) "impatient," **ατάραχος** (*atárahos*, "calm, untroubled") **έξαλλος** (*éxalos*) "furious, enraged, mad" **έντρομος** (*éndromos*) "terrified, horrified," **έτοιμος** (*étimos*) "ready," **ήρεμος** (*íremos*) "calm, peaceful," **ήσυχος** (*ísihos*) "calm, quiet, assured, silent" **καχύποπτος** (*kahíoptos*) "suspicious," **μίζερος** (*mízeros*) "miserable/stingy," **νευρικός** (*nevrikós*) "nervous," **ξέγνοιastos** (*xégniastos*) "carefree, untroubled" **ξεκούραστος** (*xekúrastos*) "well-rested," **πανέτοιμος** (*panétimos*) "all set, extremely ready," **περήφανος** (*perífanos*) "proud," **ψύχραιμος** (*psíhremos*) "calm, cool headed" etc.

## 2. -μένος, -μένη, -μένο (-ménos, -méni, -ménó) participles

**Participles** (μετοχές, *metohés*) are verbals in Greek. That means they are formed from a verb, but function as a different part of speech. Greek verbs usually have two types of participles; the active voice participle, which is indeclinable and is similar to an English gerund, and the passive voice participle, which ends in an unaccented -μενος (-menos) in the present tense and in an accented or -μένος (-ménos) in the perfect tense. The latter two, which is the focus of this lesson, behave just like the -ος, -η, -ο (-os, -i, -o) adjectives we just saw, since they have three genders and is declinable. In English, these are usually rendered as English past participles or adjectives.

### For example:

απεγνωσμένος

*apegnozμένος*

"**desperate**" (adjective)

απογοητευμένος

*apogoitevménos*

"**disappointed**" (past participle of the verb "to disappoint")

Greek passive voice participles might also be nominalized (i.e. used as nouns.) In that case they usually require an article.

### For example:

**Οι ερωτευμένοι** γιορτάζουν του Αγίου Βαλεντίνου.

*I erotevméni yortázun tu Agíu Valentínu.*

"**Lovers** celebrate on Valentine's Day."

Now, let's take a look at the declension of a -μένος, -μένη, -μένο (-*ménos*, -*méni*, -*méno*) participle:

Passive Participle			
κουρασμένος, κουρασμένη, κουρασμένο ( <i>kurazménos, kurazméni, kurazméno</i> , "tired")			
Singular			
Case	Masculine	Feminine	Neuter
Nominative	ο κουρασ-μένος ( <i>o kurazménos</i> )	η κουρασ-μένη ( <i>i kurazméni</i> )	το κουρασ-μένο ( <i>to kurazméno</i> )
Genitive	του κουρασ-μένου ( <i>tu kurazménu</i> )	της κουρασ-μένης ( <i>tis kurazménis</i> )	του κουρασ-μένου ( <i>tu kurazménu</i> )
Accusative	τον κουρασ-μένο ( <i>ton kurazméno</i> )	την κουρασ-μένη ( <i>tin kurazméni</i> )	το κουρασ-μένο ( <i>to kurazméno</i> )
Vocative	κουρασ-μένε ( <i>kurazméne</i> )	κουρασ-μένη ( <i>kurazméni</i> )	κουρασ-μένο ( <i>kurazméno</i> )
Plural			
Nominative	οι κουρασ-μένοι ( <i>i kurazméni</i> )	οι κουρασ-μένες ( <i>i kurazménés</i> )	τα κουρασ-μένα ( <i>ta kurazména</i> )
Genitive	των κουρασ-μένων ( <i>ton kurazménon</i> )	των κουρασ-μένων ( <i>ton kurazménon</i> )	των κουρασ-μένων ( <i>ton kurazménon</i> )
Accusative	τους κουρασ-μένους ( <i>tus kurazménus</i> )	τις κουρασ-μένες ( <i>tis kurazménés</i> )	τα κουρασ-μένα ( <i>ta kurazména</i> )
Vocative	κουρασ-μένοι ( <i>kurazméni</i> )	κουρασ-μένες ( <i>kurazménés</i> )	κουρασ-μένα ( <i>kurazména</i> )

\* The above endings are the same for the unaccented -μενος, -μενη, -μενο (-*menos*, -*meni*, -*meno*) group of participles, with the only difference being the accentuation.

### Similar participles that express a feeling or an emotion:

**αγανακτισμένος** (*aganaktizménos*) "indignant, frustrated," **αγριεμένος** (*agrieménos*) "enraged, turbulent," **αγχωμένος** (*anhoménos*) "stressed," **αηδιασμένος** (*aidiazménos*) "disgusted," **ανακουφισμένος** (*anakufizménos*) "relieved," **αναστατωμένος** (*anastatoménos*) "upset, worried, troubled, uneasy," **απεγνωσμένος** (*apegnozsménos*) "desperate," **απογοητευμένος** (*apogoitevménos*) "disappointed," **αποθαρρυσμένος** (*apothariménos*) "discouraged," **βαριεστημένος** (*variestiménos*) "bored," **δυστυχισμένος** (*distihizménos*) "unhappy, unfortunate," **ενοχλημένος** (*enohliménos*) "annoyed," **εξαντλημένος** (*exandliménos*) "exhausted," **ερωτευμένος** (*erotevménos*) "in love (lit. 'enamored')," **ευτυχισμένος** (*eftihizménos*) "happy," **θλιμμένος** (*thliménos*) "sad, gloomy, blue, down," **θυμωμένος** (*thimoménos*) "angry," **ικανοποιημένος** (*ikanopiiménos*) "satisfied," **κουρασμένος** (*kurazménos*) "tired," **μπερδεμένος** (*berdeménos*) "confused," **ντροπιασμένος** (*dropiazménos*) "embarrassed," **παραπονεμένος** (*paraponeménos*) "grumbling, dissatisfied," **πληγωμένος** (*pligoménos*) "hurt, wounded," **πονεμένος** (*poneménos*) "aching," **σοκαρισμένος** (*sokarizménos*) "shocked," **στεναχωρημένος\*** (*stenahoriménos*) "sad, downhearted," **τρομαγμένος** (*tromagménos*) "scared, frightened," **τρομοκρατημένος** (*tromokratiménos*) "terrified, very frightened," **φοβισμένος** (*fovizménos*) "scared, frightened, fearful," **χαλαρωμένος** (*halaroménos*) "relaxed," **χαρούμενος** (*harúmenos*) "glad, cheerful, happy" etc.

\* Also spelled *στενοχωρημένος / στεναχωρεμένος / στενοχωρεμένος* (*stenohoriménos / stenahoreménos / stenohoreménos*.)

### 3. Subject predicate

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The predicate of a subject in Greek is the part of a clause or sentence that is linked with the subject through a **copular verb\*** (also called a 'linking verb,' συνδετικό ρήμα, *sindetikó ríma*.) The predicate of a subject always indicates a certain attribute the subject has and in Greek, it can be a noun, an adjective, a pronoun, a numeral, a passive voice participle, or even a whole phrase. If the subject predicate is a declinable word, then it is in the nominative case, although there may be some exceptions as we'll see at a later lesson. Let's look at the main example of this lesson's pattern again:

(Εσύ) είσαι χαρούμενη. → Τι είσαι; → **Χαρούμενη.**

(Esí) íse harúmeni. → Ti íse? → **Harúmeni.**

"You are happy." → What are you? → **Happy.** (attribute, therefore "happy" in Greek is the predicate of the subject)

\* Copular verbs in Greek are verbs of existence such as **είμαι** (*íme* - "to be"), **γίνομαι** (*yínome* - "to become"), **υπάρχω** (*ipárho* - "to exist"), **γεννιέμαι** (*yeniéme* - "to be born"), **πεθαίνω** (*pethéno* - "to die") but also verbs such as **φαίνομαι** (*fénome* - "to seem"), **εκλέγομαι** (*eklégome* - "to be elected"), **θεωρούμαι** (*theorúme* - "to be considered"), **λέγομαι / ονομάζομαι** (*légome / onomázome* - "to be called/named") and more. They come together with a subject predicate instead of an object because in the form they are in above, they are not transitive verbs. They just connect the subject of the verb to additional information about the subject.

**Attention:** The existence of a copular verb in a sentence doesn't mean there will always be a subject predicate. For example:

(Εσύ) είσαι **έξω.**

(Esí) íse éxo.

"You are **outside.**"

The part "outside" is an adverb expressing location. Its use in the sentence is adverbial defining the verb, as the term denotes. It does not give the subject a special attribute, therefore it is not the subject's predicate.

### Review

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So remember, to describe someone's emotions or feelings, you can begin your sentence with a pronoun if you want, then add the verb "to be" in the correct form and use an adjective or declinable participle.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #3

## Using Adjectives to Describe

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### CONTENTS

- Formal Greek
- Formal Romanization
- Formal English
- Vocabualry
- Sample sentences
- Vocabulary phrase usage
- Grammar

# #3

## FORMAL GREEK

1. Αυτό το νησί είναι ακατοίκητο.
2. Αυτή η ταινία είναι βαρετή.
3. Αυτό το πάρτι είναι επιτυχημένο.
4. Ο Μίλτος είναι σοβαρός.
5. Αυτά τα ρούχα δεν είναι σιδερωμένα.
6. Αυτός ο σκύλος είναι εκπαιδευμένος;

## FORMAL ROMANIZATION

1. Aftó to nisí íne akatíkito.
2. Aftí i tenía íne varetí.
3. Aftó to párti íne epitihiméno.
4. O Míltos íne sovarós.
5. Aftá ta rúha den íne sideroména.
6. Aftós o skílos íne ekpedevménos?

## FORMAL ENGLISH

1. That island is uninhabited.
2. That movie is boring.
3. This party is successful.
4. Miltos is serious.
5. These clothes are not ironed.
6. Is this dog trained?

## VOCABULARY

Greek	Vowelled Romanization	Gender	Class	English
φτηνός	ftinós	masculine	adjective	cheap
έξυπνος	éxipnos	masculine	adjective	smart
ικανός, ικανή, ικανό	ikanós, ikaní, ikanó	masculine, feminine, neuter	adjective	capable
καμένος, καμένη, καμένο	kaménos, kaméni, kaméno	masculine, feminine, neuter	participle	burned
βαμμένος, βαμμένη, βαμμένο	vaménos, vaméni, vaméno	masculine, feminine, neuter	participle	painted; dyed

## SAMPLE SENTENCES

<p>Το κινητό αυτό δεν είναι φτηνό.</p> <p>To kinitó aftó den íne ftinó.</p> <p>"This mobile phone is not cheap."</p>	<p>Η μαθήτρια αυτή είναι πολύ έξυπνη.</p> <p>I mathítria aftí íne polí éxipni.</p> <p>"This student is very smart." (female)</p>
<p>Αυτή η διευθύντρια είναι ικανή.</p> <p>Aftí i diefthíndria íne ikaní.</p> <p>"This manager is capable." (female)</p>	<p>Τα δέντρα αυτά είναι καμένα.</p> <p>Ta déndra aftá íne kaména.</p> <p>"These trees are burned."</p>
<p>Ο τοίχος είναι βαμμένος.</p> <p>O tíhos íne vaménos.</p> <p>"The wall is painted."</p>	

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the fourth element:

δεικτική αντωνυμία + ονοματική φράση + ρήμα «είμαι» + **επίθετο/κλιτή μετοχή**

*diktikí andonimía + onomatikí frási + ríma "íme" + epítheto/klití metohí*

"demonstrative pronoun + noun phrase + verb "to be" + **adjective/declinable participle**"

Αυτό το νησί είναι **ακατοίκητο**.

*Aftó to nisí íne akatíkito.*

"That island is **uninhabited**."



Replace "Adjective/Declinable Participle" For:			Word Class	Gender
Target	romanization	English		
φτηνός, φτηνή, φτηνό	ftinós, ftiní, ftinó	cheap	adjective	masculine, feminine, neuter
έξυπνος, έξυπνη, έξυπνο	éxipnos, éxipni, éxipno	smart	adjective	masculine, feminine, neuter
ικανός, ικανή, ικανό	ikanós, ikaní, ikanó	capable	adjective	masculine, feminine, neuter
καμένος, καμένη, καμένο	kaménos, kaméni, kaméno	burned	participle	masculine, feminine, neuter
βαμμένος, βαμμένη, βαμμένο	vaménos, vaméni, vaméno	painted, dyed	participle	masculine, feminine, neuter

### Sample Sentences:

Το κινητό αυτό δεν είναι φτηνό.

*To kinitó aftó den íne ftinó.*

"This mobile phone is not cheap."

Η μαθήτρια αυτή είναι πολύ έξυπνη.

*I mathítria aftí íne polí éxipni.*

"This student is very smart." (female)

Αυτή η διευθύντρια είναι ικανή.

*Aftí i diefthíndria íne ikaní.*

"This manager is capable." (female)

Τα δέντρα αυτά είναι καμένα.

*Ta déndra aftá íne kaména.*

"These trees are burned."

Ο τοίχος είναι βαμμένος.

*O tíhos íne vaménos.*

"The wall is painted."

## GRAMMAR

**The Focus of This Lesson is describing something using an adjective or a declinable participle.**

**Use the following pattern to describe something using an adjective or a declinable participle.**

**δεικτική αντωνυμία + ονοματική φράση + ρήμα «είμαι» + επίθετο/κλιτή μετοχή**

*diktikí andonimía + onomatikí frási + ríma "íme" + epítheto/klití metohí*

**"demonstrative pronoun + noun phrase + verb "to be" + adjective/declinable participle"**

Αυτό το νησί είναι ακατοίκητο.

*Aftó to nísí íne akatíkito.*

"That island is uninhabited."

This pattern starts with a demonstrative pronoun in a form that "agrees" with the subject's gender, number, and case. The subject follows immediately after and it can be a noun phrase as simple as an article and a noun. Then comes the verb "to be" conjugated according to the subject's person and number, and last comes an adjective or a declinable participle. Since this adjective or declinable participle gives a certain attribute to the subject through the linking verb "to be," it is the subject's predicate. As such, it needs to be in the form that "agrees" with the subject's gender, number and case. As we've mentioned in a previous lesson, subjects are always in the nominative case and as a rule, subject predicates too. You can also use this pattern without the demonstrative pronoun whenever you need to describe something without pointing at it or you can even swap it around with the noun phrase and use the noun phrase first and then the demonstrative pronoun. Word order in Greek is quite flexible! For example, "That island is uninhabited" can be:

Αυτό το νησί είναι ακατοίκητο. (Aftó to nísí íne akatíkito.)

Or...

Το νησί αυτό είναι ακατοίκητο. (To nísí aftó íne akatíkito.)

## 1. Demonstrative pronouns

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A demonstrative pronoun is a word that we use to show, demonstrate, or point at someone or something. There are five types but we will only focus on the three types that can be used in the pattern we are focusing on in this lesson:

- **αυτός, αυτή, αυτό** (*aftós, aftí, aftó*) "**this/that (one)**"

We use those to show someone or something that is near or far from us, or that has just been mentioned.

### Examples:

**αυτός** ο κύριος

*aftós o kírios*

"**this** gentleman"

Θέλω **αυτό**.

*Thélo aftó.*

"I want **this/that** one."

They are identical to the strong forms of the third person personal pronouns *αυτός* (*aftós*, "he") *αυτή* (*aftí*, "she") and *αυτό* (*aftó*, "it") that we saw in the first lesson of this series, and their declension is the same as that of the *-ός, -ή, -ό* (*-ós, -í, -ó*) adjectives that we saw in the previous lesson. Note that these pronouns don't have vocative case forms.

Demonstrative Pronoun			
<b>αυτός, αυτή, αυτό</b> <i>(aftós, aftí, aftó, "this/that (one)")</i>			
Singular			
Case	Masculine	Feminine	Neuter
Nominative	<b>αυτός</b> <i>(aftós)</i>	<b>αυτή</b> <i>(aftí)</i>	<b>αυτό</b> <i>(aftó)</i>
Genitive	<b>αυτού / αυτουνού*</b> <i>(aftú / aftunú)</i>	<b>αυτής/ αυτηνής*</b> <i>(aftís / aftinís)</i>	<b>αυτού/ αυτουνού*</b> <i>(aftú / aftunú)</i>
Accusative	<b>αυτόν</b> <i>(aftón)</i>	<b>αυτή(ν)**</b> <i>(aftí(n))</i>	<b>αυτό</b> <i>(aftó)</i>
Vocative	-	-	-
Plural			
Nominative	<b>αυτοί</b> <i>(aftí)</i>	<b>αυτές</b> <i>(aftés)</i>	<b>αυτά</b> <i>(aftá)</i>
Genitive	<b>αυτών/ αυτωνών*</b> <i>(aftón / aftonón)</i>	<b>αυτών/ αυτωνών*</b> <i>(aftón / aftonón)</i>	<b>αυτών/ αυτωνών*</b> <i>(aftón / aftonón)</i>
Accusative	<b>αυτούς/ αυτουνούς*</b> <i>(aftús / aftunús)</i>	<b>αυτές</b> <i>(aftés)</i>	<b>αυτά</b> <i>(aftá)</i>
Vocative	-	-	-

\* The secondary forms appear in everyday speech when the tone is derogatory or very casual.

\*\* The final ν (n) is used before a word that begins with a vowel or the letters κ (k), π (p), τ (t), ξ (x), ψ (ps), and the double consonant combinations μπ (b), ντ (d), γκ (g), τσ (ts), and τζ (j). In all other cases, it is omitted.

- **(ε)τούτος, (ε)τούτη, (ε)τούτο** ((e)tútotos, (e)túti, (e)túto) "**this (one)**"

We use these to show someone or something that is very near. They are often used with the adverb εδώ (*edó*, "here") for more emphasis:

**Ετούτος** εδώ είναι ο σκύλος μου.

*Etútos edó íne o skílos mu.*

"**This** one here is my dog."

**Τούτο** είναι δικό μου και αυτό είναι δικό σου.

*Túto íne dikó mu ke aftó íne dikó su.*

"**This one** is mine, and that one is yours."

Their declension is also like the -ος, -η, -ο (-os, -i, -o) adjectives.

Demonstrative Pronoun			
(ε)τούτος, (ε)τούτη, (ε)τούτο ((e)tútos, (e)túti, (e)túto, "this (one)")			
Singular			
Case	Masculine	Feminine	Neuter
Nominative	(ε)τούτ-ος ((e)tútos)	(ε)τούτ-η ((e)túti)	(ε)τούτ-ο ((e)túto)
Genitive	(ε)τούτ-ου ((e)tútu)	(ε)τούτ-ης ((e)tútis)	(ε)τούτ-ου ((e)tútu)
Accusative	(ε)τούτ-ον ((e)túton)	(ε)τούτ-η ((e)túti)	(ε)τούτ-ο ((e)túto)
Vocative	-	-	-
Plural			
Nominative	(ε)τούτ-οι ((e)túti)	(ε)τούτ-ες ((e)tútes)	(ε)τούτ-α ((e)túta)
Genitive	(ε)τούτ-ων ((e)túton)	(ε)τούτ-ων ((e)túton)	(ε)τούτ-ων ((e)túton)
Accusative	(ε)τούτ-ους ((e)tútus)	(ε)τούτ-ες ((e)tútes)	(ε)τούτ-α ((e)túta)
Vocative	-	-	-

\* In colloquial speech we often remove the initial ε (e), resulting in forms such as τούτος, τούτη, τούτο (tútos, túti, túto) etc.

### - εκείνος, εκείνη, εκείνο (ekínos, ekíni, ekíno) "that (one)"

We use these to show someone or something that is far from us. They are often used with the adverb εκεί (ekí, "there, over there") for more emphasis:

**Εκείνος** ο άντρας με κοιτάζει περίεργα

*Ekínos o ándras me kitazi períerga.*

"**That** man is looking at me in a weird way."

**Εκείνο** εκεί το σπίτι είναι καλοχτισμένο.

*Ekíno ekí to spíti íne kalohtizméno.*

"**That** house over there is well built."

Their declension is also like the -ος, -η, -ο (-os, -i, -o) adjectives.

Demonstrative Pronoun			
ΕΚΕΙΝΟΣ, ΕΚΕΙΝΗ, ΕΚΕΙΝΟ (ekínos, ekíni, ekíno, "that (one)")			
Singular			
Case	Masculine	Feminine	Neuter
Nominative	ΕΚΕΙΝ-ΟΣ (ekínos)	ΕΚΕΙΝ-Η (ekíni)	ΕΚΕΙΝ-Ο (ekíno)
Genitive	ΕΚΕΙΝ-ΟΥ (ekínu)	ΕΚΕΙΝ-ΗΣ (ekínis)	ΕΚΕΙΝ-ΟΥ (ekínu)
Accusative	ΕΚΕΙΝ-ΟΝ (ekínon)	ΕΚΕΙΝ-Η (ekíni)	ΕΚΕΙΝ-Ο (ekíno)
Vocative	-	-	-
Plural			
Nominative	ΕΚΕΙΝ-ΟΙ (ekíni)	ΕΚΕΙΝ-ΕΣ (ekínes)	ΕΚΕΙΝ-Α (ekína)
Genitive	ΕΚΕΙΝ-ΩΝ (ekínon)	ΕΚΕΙΝ-ΩΝ (ekínon)	ΕΚΕΙΝ-ΩΝ (ekínon)
Accusative	ΕΚΕΙΝ-ΟΥΣ (ekínus)	ΕΚΕΙΝ-ΕΣ (ekínes)	ΕΚΕΙΝ-Α (ekína)
Vocative	-	-	-

\* Sometimes in colloquial speech, and especially after the prepositions από (apó, "from") and για (ya, "for"), we remove the initial ε (e), resulting in forms such as κείνος, κείνη, κείνο (kínos, kíni, kíno) etc.

## 2. Noun phrase

In Greek, sentences usually consist of two basic parts; the **noun phrase**, or **nominal phrase** (ονοματική φράση, *onomatiki frási*) to be more precise, and the **verb phrase** (ρηματική φράση, *rimatiki frási*.)

The core of a noun phrase is a noun or any word or phrase that functions as a noun. For example, a name, an adjective, a pronoun, a numeral, a clause etc. On the other hand, the core of a verb phrase is the verb of a sentence.

[Η Μαρία] [πηγαίνει στο σχολείο.]

[I María] [piyéni sto scholó.]

["Maria ] [goes to school."]

**[noun phrase] [verb phrase]**

A noun phrase can have a simple form such as:

**-a noun by itself**

Πίνω νερό.

Píno neró.

"I drink **water**."

**-article + a noun/name**

Απέναντι είναι **ένας κινηματογράφος**.

*Apéndanti íne énas kinimatográfos.*

"There is **a cinema** across the street."

**Η Λίζα** κλαίει.

*I Liza kléi.*

"Lisa is crying."

A noun phrase may also have a more extended form such as:

**-article + adjective + noun**

**Ο νέος κινηματογράφος** είναι απέναντι.

*O néos kinimatográfos íne apéndanti.*

"**The new cinema** is across the street."

**-or even a nominalized phrase**

**Το να καπνίζεις** είναι κακό.

*To na kapnízis íne kakó.*

"[**The**] **smoking** is bad."

There can be many extended forms due to all the possible word combinations, but we are not going to focus on them in this lesson. Instead, we will focus on the main uses of a noun phrase .

A noun phrase can be used:

- to complete the meaning of a verb as a **subject** (in the nominative), a **direct** or an **indirect object** (in the accusative and the genitive respectively). For example:

**Η γυναίκα** παραγγέλνει **του άντρα** **μία πίτσα**.

*I yinéka parangélni tu ándra mía pítsa.*

"**The woman** is ordering **the man** **a pizza**."

- to indicate a certain attribute the **subject** or **object** has as the **predicate** of that subject or object (in the nominative and the accusative respectively.) For example:

**Αυτός** είναι **δικηγόρος**.

*Aftós íne dikigóros.*

"**He** is **a lawyer**."

- to complete the meaning of a different **noun or noun phrase** as a **nominal determiner**. For example:

**το σκυλί του Νίκου**

*to skilí tu Níku*

"**Nick's dog**"

**- after prepositions**

**οι άντρες με τα μαύρα**

*i ándres me ta mávra*

"the men **in black**"

**- to address** someone (in the vocative case)

**Έλσα, έλα!**

*Élsa, éla!*

"**Elsa**, come!"

No matter how a noun phrase is used in a sentence, i.e. either as a subject or object etc., you need to make sure the noun phrase has the correct form. For example, subjects should be in the nominative case, as we already mentioned, while direct objects are mainly in the accusative case and indirect objects in the genitive.

Once you know the role of the noun phrase and you figure out the case, you need to make sure all the words that define each other within the noun phrase are in grammatical agreement with each other i.e. they need to have the same gender, case, and number.

It's also extremely important to remember that the endings of articles don't necessarily become the endings of the nouns or other words they define. For example:

**ο καλός άντρας** (masculine, singular, nominative)

*o kalós ándras*

"the good man"

not **ο καλό άντρο** (*o kaló ándro*)

Nouns and adjectives form specific groups depending on their ending patterns. These groups are to be studied and learned one by one over time.

## Review

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So remember, to describe something using an adjective or a declinable participle, start with the demonstrative noun if necessary, continue with a noun phrase, plus the verb "to be," plus the adjective or the declinable participle. Be aware of the noun's gender, number and case.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #4

## Comparing Similar Objects

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### CONTENTS

- Formal Greek
- Formal Romanization
- Formal English
- Vocabualry
- Sample sentences
- Vocabulary phrase usage
- Grammar

# #4



## FORMAL GREEK

1. Αυτός ο χειμώνας είναι τόσο κρύος, όσο ο προηγούμενος.
2. Είναι τόσο γλυκιά, όσο η μητέρα της.
3. Είναι τόσο ελαφριά, όσο εγώ.
4. Ο Γιώργος τραγουδάει τόσο καλά, όσο ο Σωτήρης.
5. Η Νίκη δεν είναι τόσο όμορφη, όσο η Νικολέτα.
6. Είναι αυτός ο σκύλος τόσο ήσυχος, όσο η Μπέλα;

## FORMAL ROMANIZATION

1. Aftós o himónas íne τόσο kríos, όσο o proigúmenos.
2. Íne τόσο glikiá, όσο i mitéra tis.
3. Íne τόσο elafriá, όσο egó.
4. O Yiórgos tragudái τόσο kalá, όσο o Sotírís.
5. I Níki den íne τόσο ómorfi, όσο i Nikoléta.
6. Íne aftós o skílos τόσο ísihos, όσο i Béla?

## FORMAL ENGLISH

1. This winter is as cold as the previous one.
2. She is as sweet as her mother.
3. She is as light as me.
4. George sings as well as Sotiris (does).
5. Nicky is not as beautiful as Nikoleta.
6. Is this dog as quiet as Bella?

## VOCABULARY

Greek	Vowelled	Romanization	Gender	Class	English
αστείος		astíos	masculine	adjective	funny
κακός		kakós	masculine	adjective	bad
φρέσκος, φρέσκια, φρέσκο		fréskos, fréskia frésko	masculine, feminine, neuter	adjective	fresh
βλάκας		vlákas	masculine	noun	dumb
χάλια		hália		adverb	awful

## SAMPLE SENTENCES

<p>Ο Κώστας δεν είναι τόσο αστείος όσο ο Παναγιώτης.</p> <p>Ο Κώστας δεν ίνε τόσο αστίος όσο ο Panayótis.</p> <p>"Kostas is not as funny as Panagiotis."</p>	<p>Το σίκουελ είναι τόσο κακό όσο η πρώτη ταινία.</p> <p>Το σίκουελ ίνε τόσο κακό όσο η próti tenía.</p> <p>"The sequel is as bad as the first movie."</p>
<p>Ο αέρας εδώ είναι τόσο φρέσκος όσο ο αέρας στο βουνό.</p> <p>Ο αέρας edó ίνε τόσο fréskos όσο ο αέρας στο vunó.</p> <p>"The air here is as fresh as the air in the mountain."</p>	<p>Δεν είναι πια τόσο βλάκας όσο ήταν παλιά.</p> <p>Den ίνε pia τόσο vlákas όσο ítan paliá.</p> <p>"He is not as dumb as he used to. (lit. "...as he was in the past.")</p>
<p>Η παραλία εδώ δεν είναι τόσο χάλια όσο η άλλη.</p> <p>Η paralía edó den ίνε τόσο hália όσο η áli.</p> <p>"The beach here is not as awful as the other one."</p>	

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the third element: συμπλήρωμα + τόσο + **χαρακτηριστικό** + όσο + συμπλήρωμα  
*simblíroma + τόσο + haraktiristikó + όσο + simblíroma*  
 "complement + as + **characteristic** + as + complement"

Αυτός ο χειμώνας είναι τόσο **κρύος**, όσο ο προηγούμενος.  
*Aftós o himónas íne τόσο kríos, όσο o proigúmenos.*  
 "This winter is as **cold** as the previous one."

Replace "Characteristic" For:			Word Class	Gender
Target	romanization	English		
αστείος, αστεία, αστείο	<i>astíos, astía, astío</i>	funny	adjective	masculine, feminine, neuter
φρέσκος, φρέσκια, φρέσκο	<i>fréskos, fréskia frésko</i>	fresh	adjective	masculine, feminine, neuter
κακός, κακιά/ κακή, κακό	<i>kakós, kakiá/kakí, kakó</i>	bad, evil	adjective	masculine, feminine, neuter
βλάκας	<i>vlákas</i>	dumb	noun	masculine
χάλια	<i>hália</i>	awful, terribly	adverb	

### Sample Sentences:

Ο Κώστας δεν είναι τόσο αστείος όσο ο Παναγιώτης.

*Ο Κώστας δεν ίνε τόσο αστίος όσο ο Panayótis.*

"Kostas is not as funny as Panagiotis."

Ο αέρας εδώ είναι τόσο φρέσκος όσο ο αέρας στο βουνό.

*Ο αέρας edó ίνε τόσο fréskos όσο ο αέρας στο vunó.*

"The air here is as fresh as the air in the mountain."

Το σίκουελ είναι τόσο κακό όσο η πρώτη ταινία.

*Το σίκουελ ίνε τόσο κακό όσο η próti tenía.*

"The sequel is as bad as the first movie."

Δεν είναι πια τόσο βλάκας όσο ήταν παλιά.

*Den íne pia τόσο vlákas óso ítan paliá.*

"He is not anymore as dumb as he used to. (lit. "...as he was in the past.")

Η παραλία εδώ δεν είναι τόσο χάλια όσο η άλλη.

*I paralía edó den íne τόσο hália óso i áli.*

"The beach here is not as awful as the other one."

## GRAMMAR

**The Focus of This Lesson is Comparing Two Similar Things.**

**Use the following pattern to compare two similar objects**

**συμπλήρωμα + τόσο + χαρακτηριστικό + όσο + συμπλήρωμα**

*simblíroma + τόσο + haraktiristikó + óso + simblíroma*

**"complement + as + characteristic + as + complement"**

Αυτός ο χειμώνας είναι τόσο κρύος, όσο ο προηγούμενος.

*Aftós o himónas íne τόσο kríos, óso o proigúmenos.*

"This winter is as cold as the previous one."

This pattern starts with a complement that could include a noun phrase and a verb phrase, or just a verb phrase alone. The verb phrase doesn't necessarily have to contain the verb "to be." It can contain any verb. Next comes the adverb τόσο (tóso) meaning "as" in this case. What follows is a word or phrase that characterizes the things you are comparing, a comma, and the adverb όσο (óso) also meaning "as" in this structure. At the end comes the second complement which could be another noun phrase, a verb phrase, a clause or even a single adverb among others.

### **1. Adverbs: Introduction & the Adverbs τόσο (tóso, "as, that much") and όσο (óso, "as, as much as")**

Greek adverbs are indeclinable words that usually modify a verb (hence, the name), although

they can also modify adjectives, nouns, numerals, other adverbs, and even whole phrases.

Adverbs are divided into five main categories according to their semantics:

#### **Locative adverbs (τοπικά επιρρήματα - topiká epirímata)**

Those denote location and answer the question Πού; (*Pú?* "Where?").

#### **Temporal adverbs (χρονικά επιρρήματα - hroniká epirímata)**

Those denote time and answer the question Πότε; (*Póte?* "When?").

#### **Qualitative adverbs (τροπικά επιρρήματα - tropiká epirímata)**

Those denote manner and answer the question Πώς; (*Pós?* "How?").

#### **Quantitative adverbs (ποσοτικά επιρρήματα - posotiká epirímata)**

Those denote degree and answer the question Πόσο; (*Póso?* "How much?").

#### **Modal adverbs (βεβαιωτικά, διστακτικά, αρνητικά επιρρήματα - veveotiká, distaktiká, arnitiká epirímata - "confirmative, hesitant, negative")**

Those denote how certain we are about something through confirmation, hesitation, or negation.

Apart from the modal adverbs, each adverb category can be further divided to **interrogative**, **indefinite**, **demonstrative**, and **relative** adverbs. Questions asked using interrogative adverbs, such as Πού; (*Πύ?* "Where?") or Πότε; (*Πότε?* "When?") that we mentioned, can always be answered using indefinite, demonstrative, and relative adverbs. These four groups are called συσχετικά επιρρήματα (*sischetiká epirímata*, "correlate adverbs") in

Greek because they correlate.

The adverbs **τόσο** (*tóso*, "as, that much") and **όσο** (*óso*, "as, as much as"), that we are focusing on in this lesson, are both **quantitative adverbs** answering the question **Πόσο;** (*Πόσο?* "How much?").

Πόσο; → Τόσο.

*Πόσο?* → *Τόσο.*

"How much?" → "That much."

Πόσο; → Όσο [...]

*Πόσο?* → *Όσο [...]*

"How much?" → "As much as [...]"

Furthermore, τόσο (*tóso*) is a **demonstrative** adverb showing us the exact quantity of something. It can even be accompanied by a hand gesture while speaking. On the other hand, όσο (*óso*) is a **relative** adverb since it relies on further information to answer the question "How much?" Both τόσο (*tóso*) and όσο (*óso*) correlate.

These adverbs can be used on their own like we just saw, or together, like in the sentence pattern we are studying in this lesson. When used together (τόσο... όσο, *tóso... óso*), they mean "as... as." Let's see a simple example:

[Είσαι] **τόσο** [αυστηρή,] **όσο** [αυτός.]

[*Íse*] **tóso** [*afstirí,*] **óso** [*aftós.*]

"[You are] **as** [strict] **as** [him.]"

It is important to note that although these adjectives both mean "as" in such paired structures, they cannot be used in the reverse order without changing significantly the order of all the elements of the sentence and adding more words, thus making it more complex. So for the level of this lesson we are going to stick to the regular τόσο... όσο (*tóso... óso*) order. For example, the previous sentence would have to be rephrased like this:

**Όσο** [αυστηρός είναι αυτός,] (άλλο\*) **τόσο** [είσαι και εσύ.]

*Óso* [*afstirós íne aftós*] (*álo\**) **tóso** [*íse ke esí.*]

(lit.) "**As much** strict he is, you are (just\*) **that much** strict too."

\* *άλλο* (*álo*, "other, another, any more") is optional and used only for emphasis.

The new word order, when these two adverbs are reversed, depends on the complexity and structure of the original sentence, but you can note that when reversed, όσο has to go to the very beginning of the sentence.

## 2. Noun groups

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Greek **nouns are inflected**; that means that for each number (singular and plural), they have four forms, one for each of the grammatical cases (nominative, genitive, accusative, and vocative). A noun's ending changes depending on the case and number creating a certain pattern. The whole set of a noun's inflected forms is called **declension** (κλίση, *klísi*). Below we will study the declension a group of very common Greek parasyllabic nouns.

But first, let's learn what parisyllabic noun means.

A **parisyllabic noun** is a noun that has the **same number of syllables** in all of its inflected forms.

There are also **imparisyllabic** nouns in Greek. As you can guess, an imparisyllabic noun **doesn't have the same number of syllables** in all of its inflected forms.

### Declension of parisyllabic masculine -ας (-as) ending nouns

The nouns that belong in this group are **paroxytone** (accented in the second to last syllable) and **propoxytone** (accented in the third-to-last syllable).

<b>Ισοσύλλαβα Αρσενικά Ουσιαστικά Σε -Ας</b> <i>(Isosílava Arseniká Usiastiká Se -As)</i> <b>Parisyllabic Masculine -Ας (-As) Ending Nouns</b>			
	<b>Paroxytone</b>	<b>Paroxytone (disyllabic)</b>	<b>Propoxytone</b>
<b>Case</b>	<b>χειμώνας</b> <i>himónas, "winter"</i>	<b>μήνας</b> <i>mínas, "month"</i>	<b>γείτονας</b> <i>yítonas, "neighbor"</i>
<b>Singular</b>			
<b>Nominative</b>	ο χειμών- <b>ας</b> <i>(o himónas)</i>	ο μήν- <b>ας</b> <i>(o mínas)</i>	ο γείτον- <b>ας</b> <i>(o yítonas)</i>
<b>Genitive</b>	του χειμών- <b>α</b> <i>(tu himóna)</i>	του μήν- <b>α</b> <i>(tu mína)</i>	του γείτον- <b>α</b> <i>(tu yítona)</i>
<b>Accusative</b>	τον χειμών- <b>α</b> <i>(ton himóna)</i>	τον μήν- <b>α</b> <i>(ton mína)</i>	τον γείτον- <b>α</b> <i>(ton yítona)</i>
<b>Vocative</b>	χειμών- <b>α</b> <i>(himóna)</i>	μήν- <b>α</b> <i>(mína)</i>	γείτον- <b>α</b> <i>(yítona)</i>
<b>Plural</b>			
<b>Nominative</b>	οι χειμών- <b>ες</b> <i>(i himónes)</i>	οι μήν- <b>ες</b> <i>(i mínes)</i>	οι γείτον- <b>ες</b> <i>(i yítones)</i>
<b>Genitive</b>	των χειμών- <b>ων</b> <i>(ton himónon)</i>	των μην- <b>ών*</b> <i>(ton minón)</i>	των γειτόν- <b>ων</b> <i>(ton yitónon)</i>
<b>Accusative</b>	τους χειμών- <b>ες</b> <i>(tus himónes)</i>	τους μήν- <b>ες</b> <i>(tus mínes)</i>	τους γείτον- <b>ες</b> <i>(tus yítones)</i>
<b>Vocative</b>	χειμών- <b>ες</b> <i>(himónes)</i>	μήν- <b>ες</b> <i>(mínes)</i>	γείτον- <b>ες</b> <i>(yítones)</i>

\* In the plural genitive, all the nouns of this group are accented in the second-to-last syllable, except for the **disyllabic** ones, i.e. the ones that have two syllables (see second example,) and the ones that end in **-ίας (-ías)** and **-ίστας (-ístas)**.

**-Nouns similar to χειμώνας (himónas) "winter":**

**αγώνας (agónas)** "fight, game, match, struggle," **αιώνας (eónas)** "century," **κανόνας (kanónas)** "rule," **κηδεμόνας (kidemónas)** "legal guardian," **πατέρας (patéras)** "father," **χαρακτήρας (haraktíras)** "character, nature" etc.

**-Nouns similar to μήνας (mínas) "month":**

επαγγελματίας (*epangelmatías*) "professional," λοχίας (*lohías*) "sergeant," μπασίστας (*basístas*) "bassist," πιανίστας (*pianístas*) "pianist," ταμίας (*tamías*) "cashier," τραυματίας (*travmatías*) "injured, wounded," τενίστας (*tenístas*) "tennis player" etc.

**-Nouns similar to γείτονας (yítonas) "neighbor":**

άξονας (*áxonas*) "axis," ελέφαντας (*eléfandas*) "elephant," Έλληνας (*Élinas*) "Greek man," κήρυκας (*kírikas*) "preacher," λέκτορας (*léktoras*) "lecturer," μάρτυρας (*mártiras*) "witness, martyr," μάστορας (*mástoras*) "craftsman," πίνακας (*pínakas*) "blackboard, board, table, painting," πρίγκιπας (*príngipas*) "prince," πρόσφυγας (*prósfigas*) "refugee," ρήτορας (*rítoras*) "rhetor," φύλακας (*filakas*) "guard" etc.

### 3. Adjective groups: -ος, -α, -ο (-os, -a, -o) and -ός, -ιά, -ό (-os, -ia, -o) ending adjectives

In this lesson we'll study two more groups of adjectives that are very common in Greek. Their masculine and neuter endings are the same as the -ος, -η -ο (-os, -i, -o) and -ός, -ή -ό (-ós, -í, -ó) endings we studied in lesson 2, so you should focus mostly on the feminine forms. Let's see their declension by using examples from our lesson:

**The -ος, -α -ο group.**

<b>-Ος, -Α -Ο (-Os, -A, -O) Adjective</b>			
<b>κρύος, κρύα, κρύο</b> ( <i>kríos, kría, krío</i> , "cold, chilly")			
<b>Singular</b>			
<b>Case</b>	<b>Masculine</b>	<b>Feminine</b>	<b>Neuter</b>
<b>Nominative</b>	ο κρύ-ος ( <i>o kríos</i> )	η κρύ-α ( <i>i kría</i> )	το κρύ-ο ( <i>to krío</i> )
<b>Genitive</b>	του κρύ-ου ( <i>tu kríu</i> )	της κρύ-ας ( <i>tis krías</i> )	του κρύ-ου ( <i>tu kríu</i> )
<b>Accusative</b>	τον κρύ-ο ( <i>ton krío</i> )	την κρύ-α ( <i>tin kría</i> )	το κρύ-ο ( <i>to krío</i> )
<b>Vocative</b>	κρύ-ε ( <i>kríe</i> )	κρύ-α ( <i>kría</i> )	κρύ-ο ( <i>krío</i> )
<b>Plural</b>			
<b>Nominative</b>	οι κρύ-οι ( <i>i kríi</i> )	οι κρύ-ες ( <i>i kríes</i> )	τα κρύ-α ( <i>ta kría</i> )
<b>Genitive</b>	των κρύ-ων ( <i>ton kríon</i> )	των κρύ-ων ( <i>ton kríon</i> )	των κρύ-ων ( <i>ton kríon</i> )
<b>Accusative</b>	τους κρύ-ους ( <i>tus kríus</i> )	τις κρύ-ες ( <i>tis kríes</i> )	τα κρύ-α ( <i>ta kría</i> )
<b>Vocative</b>	κρύ-οι ( <i>kríi</i> )	κρύ-ες ( <i>kríes</i> )	κρύ-α ( <i>kría</i> )

\* The above masculine and neuter endings are the same as the masculine and neuter -ος, -η -ο (-os, -i, -o) adjective endings.

**Similar -ος, -α -ο (-os, -a, -o) adjectives:**

- **γκρίζος** (*grízos*) "gray", **σβέλτος** (*zvéltos*) "agile" (also σβέλτη, *zvélti* in feminine,) **σκούρος** (*skúros*) "dark," **στείρος** (*stíros*) "sterile" etc.

- All the adjectives ending in **-ιος (-ios), -ειος (-ios), -οιος (-ios) and -υος (-ios)** such as: **μέτριος** (*métrios*) "medium," **άδειος** (*ádiος*) "empty," **παρόμοιος** (*parómios*) "similar," **αλληλέγγυος** (*aliléngios*) "solidaristic" etc.

-All the adjectives whose stem ends in an **accented vowel sound** such as: **αθώος** (*athóos*) "innocent," **αρχαίος** (*arhéos*) "ancient," **αστείος** (*astíos*) "funny," **νέος** (*néos*) "new/young," **τελευταίος** (*teleftéos*) "last" etc.

- All the adjectives ending in **-ούχος (-úhos), -φόρος (-fóros), -ούργος (-úrgos), -ένιος (-énios) and -ίσιος (-ísios)** such as: **ταλαντούχος** (*talandúhos*) "talented," **κερδοφόρος** (*kerdofóros*) "profitable," **πανούργος** (*panúrgos*) "cunning," **ασημένιος** (*asiménios*) "silver," **αρνίσιος** (*arnísios*) "of lamb" etc.

### The -ός, -ιά, -ό group.

<b>-Ός, -Ιά, -Ό (-Ός, -Ιά, -Ό) Adjective</b>			
<b>γλυκός, γλυκιά, γλυκό</b> ( <i>glikós, glikiá, glikó</i> , "sweet")			
<b>Singular</b>			
<b>Case</b>	<b>Masculine</b>	<b>Feminine</b>	<b>Neuter</b>
<b>Nominative</b>	ο γλυκ-ός ( <i>o glikós</i> )	η γλυκ-ιά ( <i>i glikiá</i> )	το γλυκ-ό ( <i>to glikó</i> )
<b>Genitive</b>	του γλυκ-ού ( <i>tu glikú</i> )	της γλυκ-ιάς ( <i>tis glikiás</i> )	του γλυκ-ού ( <i>tu glikú</i> )
<b>Accusative</b>	τον γλυκ-ό ( <i>ton glikó</i> )	τη γλυκ-ιά ( <i>ti glikiá</i> )	το γλυκ-ό ( <i>to glikó</i> )
<b>Vocative</b>	γλυκ-έ ( <i>gliké</i> )	γλυκ-ιά ( <i>glikiá</i> )	γλυκ-ό ( <i>glikó</i> )
<b>Plural</b>			
<b>Nominative</b>	οι γλυκ-οί ( <i>i glikí</i> )	οι γλυκ-ές** ( <i>i glikiés</i> )	τα γλυκ-ά ( <i>ta gliká</i> )
<b>Genitive</b>	των γλυκ-ών ( <i>ton glikón</i> )	των γλυκ-ών** ( <i>ton glikón</i> )	των γλυκ-ών ( <i>ton glikón</i> )
<b>Accusative</b>	τους γλυκ-ούς ( <i>tus glikús</i> )	τις γλυκ-ές** ( <i>tis glikiés</i> )	τα γλυκ-ά ( <i>ta gliká</i> )
<b>Vocative</b>	γλυκ-οί ( <i>glikí</i> )	γλυκ-ές** ( <i>glikiés</i> )	γλυκ-ά ( <i>gliká</i> )

\* The above masculine and neuter endings are the same as the masculine and neuter -ός, -ή -ό (-ός, -ί, -ό) adjective endings.

\*\* The feminine form does not need -ι (-i) in plural: γλυκ-ιά (*glik-iá*) but γλυκ-ές (*glik-és*.)

### Similar -ός, -ιά, -ό (-ός, -ιά, -ό) adjectives:

- ελαφρός (*elafrós*) "light" (also ελαφρά, *elafrá* in feminine)

- Some adjectives ending in **-κός (-kós)**, **-χός (-hós)**, and **-νός (-nós)** such as: **κακός (kakós)** "bad/evil," **φτωχός (ftohós)** "poor," **ζακυνθινός (zakinthinós)** "from Zakynthos" etc. Very often, some of these adjectives form the feminine in **-η (-i)** ex. **φτωχιά (ftohiá)** → **φτωχή (ftohí)** - *in formal speech*).

## Review

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So remember, to compare two similar things, start with a noun phrase as the subject and a verb followed by the adverb **τόσο (tóso)** and a word that characterizes the things you are comparing, and finish with the adverb **όσο (óso)** and another noun phrase, verb phrase or clause.



## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #5

## Expressing What You Want

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### CONTENTS

- Formal Greek
- Formal Romanization
- Formal English
- Vocabualry
- Sample sentences
- Vocabulary phrase usage
- Grammar

# #5

## FORMAL GREEK

1. (Εγώ) θέλω καινούριο αυτοκίνητο.
2. Θέλω να κοιμηθώ.
3. Θέλω ένα βιβλίο.
4. Η Γιάννα θέλει διακοπές.
5. Ο πρόεδρος δεν θέλει εκλογές.
6. Θέλεις να φας;

## FORMAL ROMANIZATION

1. (Egó) thélo kenúrio aftokínito.
2. Thélo na kimithó.
3. Thélo éna vivlío.
4. I Yána théli diakopés.
5. O próedros den théli ekloyés.
6. Thélis na fas?

## FORMAL ENGLISH

1. I want a new car.
2. I want to sleep.
3. I want a book.
4. Joanna wants a vacation.
5. The president doesn't want elections.
6. Do you want to eat?

## VOCABULARY

Greek	Vowelled	Romanization	Gender	Class	English
έναν καφέ		énan kafé	masculine	phrase	a coffee
μία πορτοκαλάδα		mía portokaláda	feminine	phrase	an orange juice
να κοιμηθώ		na kimithó		phrase	sleep
να πάω στην Ελλάδα		na páo stin Eláda		phrase	go to Greece
ένα εισιτήριο		éna isitírio	neutral	phrase	a ticket

## SAMPLE SENTENCES

<p>Η μαμά θέλει έναν καφέ. I mamá théli énan kafé. "Mom wants a coffee."</p>	<p>Δεν θέλεις μία πορτοκαλάδα; Den thélis μία portokaláda? "Don't you want an orange juice?"</p>
<p>Τα παιδιά θέλουν να κοιμηθούν. Ta pediá thélun na kimithún. "The children want to sleep."</p>	<p>Η Εριέττα και η Σοφία θέλουν να πάνε στην Ελλάδα. I Eriéta ke i Sofía thélun na páne stin Eláda. "Henrietta and Sophia want to go to Greece."</p>
<p>Θέλεις ένα εισιτήριο; Thélis éna isitírio? "Do you want a ticket?"</p>	

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the third element: ονομαστική φράση στην ονομαστική + ρήμα θέλω + **ονομαστική φράση στην αιτιατική/ρήμα στην υποτακτική**  
onomastikí frási stin onomastikí + ríma thélo + **onomastikí frási stin etiatikí/ríma stin ipotaktikí**  
"noun phrase in the nominative + verb "to want" + **noun phrase in the accusative/verb in the subjunctive**"

(Εγώ) θέλω **καινούριο αυτοκίνητο**.

(Egó) thélo **kenúrio aftokínito**.

"I want **a new car**."

Replace "Noun Phrase In The Accusative/Verb In The Subjunctive" For:			Word Class	Gender
Target	romanization	English		
έναν καφέ	<i>énan kafé</i>	a coffee	phrase	masculine
μία πορτοκαλάδα	<i>mía portokaláda</i>	an orange juice	phrase	feminine
να κοιμηθώ	<i>na kimithó</i>	to sleep	phrase	
να πάω στην Ελλάδα	<i>na páo stin Eláda</i>	to go to Greece	phrase	
ένα εισιτήριο	<i>éna isitírio</i>	a ticket	phrase	neuter

### Sample Sentences:

Η μαμά θέλει έναν καφέ.

*I mamá théli énan kafé.*

"Mom wants a coffee."

Δεν θέλεις μία πορτοκαλάδα;

*Den thélis μία portokaláda?*

"Don't you want an orange juice?"

Τα παιδιά θέλουν να κοιμηθούν.

*Ta pediá thélun na kimithún.*

"The children want to sleep."

Η Εριέττα και η Σοφία θέλουν να πάνε στην Ελλάδα.

*I Eriéta ke i Sofía thélun na páne stin Eláda.*

"Henrietta and Sophia want to go to Greece."

Θέλεις ένα εισιτήριο;  
*Thélis éna isitírio?*  
"Do you want a ticket?"

## GRAMMAR

**The Focus of This Lesson is Expressing What You Want.**

**Use the following pattern to express what you want.**

**ονοματική φράση στην ονομαστική + ρήμα θέλω + ονοματική φράση στην αιτιατική/ρήμα στην υποτακτική**

**onomatiki frási stin onomastiki + ríma thélo + onomatiki frási stin etiatiki/ríma stin ipotaktiki**  
**"noun phrase in the nominative + verb "to want" + noun phrase in the accusative/verb in the subjunctive"**

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(Εγώ) θέλω καινούριο αυτοκίνητο.

*(Egó) thélo kenúrio aftokínito.*

"I want a new car."

You can start this pattern with a noun phrase in the nominative case as your subject. This noun phrase can be a pronoun, such as *εγώ* (*egó*) meaning "I," although you can use any noun or name with an article to talk about what someone else wants. Remember, you can even omit the subject altogether, if it is understood by the context. Next, use the verb "to want," *θέλω* (*thélo*,) in the correct person and number. Continue with a noun phrase in the accusative case, if you want to refer to a specific thing that is wanted, or a verb in the subjunctive, if you want to refer to a specific action. The noun phrase needs to be in the accusative case here, because it's the direct object and direct objects in Greek are usually in the accusative case. As for the verb in the subjunctive, this will be the focus of a later lesson in this series. For the moment, you only need to know that a verb in the subjunctive is usually preceded by the conjunction *να* (*na*) meaning "to" as in "I want \*to\* eat."

### **1st conjugation verb "to want" (θέλω, thélo) - Present tense (active voice)**

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All Greek verbs, regular and irregular, get categorized into different categories according to their properties.

The main properties of a verb are:

conjugation group (συζυγία, *siziyía*)

diathesis (διάθεση, *diáthesi*)

mood (έγκλιση, *énglisi*)

voice (φωνή, *foní*)

tense (χρόνος, *hrónos*)

number (αριθμός, *arithmós*)

person (πρόσωπο, *prósopo*)

By now, you already know that a verb has three persons, two numbers, and that it can be formed in different tenses. So now, let's focus on one of the main verb properties; the conjugation group.

There are two conjugation groups, **A and B, or first and second conjugation** (πρώτη και δεύτερη συζυγία, *próti ke défteri siziyía*), if you prefer. So, keeping in mind the dictionary form of verbs (first person singular of the present tense of the indicative mood\*):

**The first conjugation includes verbs that:**

a) end in an **unaccented -ω (-o) in the active voice**

b) end in an **unaccented -ομαι (-ome) in the passive voice**

*\* Moods are the forms that a verb takes in order for us to show how we want to present the meaning of the verb. The indicative presents the meaning of the verb as a certain and real statement as opposed to presenting it as a wish or desire (subjunctive mood), or as a command (imperative mood.)*

Most Greek verbs, as well as the verb **θέλω** (*thélo*, "to want") that we are seeing in this lesson's pattern, belong to this conjugation group.

We will study the 2nd conjugation verbs in a different lesson in this series.

For now, let's see what else you need to know to get started with verb conjugation.

A verb consists of three parts:

the **stem** (θέμα, *théma*)

the **character** (χαρακτήρας, *haraktíras*)

the **ending** (κατάληξη, *katálixí*)

We will be using these terms a lot from now on, so let's see them one by one:

### **- Stem**

When we conjugate a verb, a part of it-the first part-does not change. That part is called the "stem."

The stem of θέλω (*thélo*, "to want") is **θέλ-**.

A verb has two stems:

The present stem (ενεστωτικό θέμα, *enestotikó théma*)

The aorist stem<sup>1</sup> (αοριστικό θέμα, *aoristikó théma*)

The aorist stem is different for the active and the passive voice.

### **- Character**

The last letter (or double letter combination) of the stem of a verb is called "character."

The character of θέλω (*thélo*, "to want") is the letter **λ**.

There are two characters, just like there are two stems:

The present character (ενεστωτικός χαρακτήρας, *enestotikós haraktíras*)

The aorist character<sup>2</sup> (αοριστικός χαρακτήρας, *aoristikós haraktíras*)

The aorist character is different for the active and the passive voice.

### **- Ending**

When we conjugate a verb, a part of it-the last part that changes-is called the "ending."

The ending of θέλω (*thélo*, "to want") is **-ω**. That indicates that this verb is in the active voice.

The vowel or the double-vowel combination that is in the syllable right before the ending is called "**stem vowel**" (θεματικό φωνήεν, *thematikó foníen*).

The stem vowel of θέλω (*thélo*, "to want") is **ε**.

You might be thinking "Why is all this so important?" Well, the stem is a basic element for the formation of tenses in Greek. If you know the present and aorist stem of a verb, you can form it correctly in all the tenses. Since the present and aorist tenses are so important, these tenses are called αρχικοί χρόνοι (*arhikí hróni*) in Greek, which roughly means "basic tenses."

Now that we've seen the basics of the architecture of Greek verbs, let's see how to conjugate θέλω (*thélo*, "to want") in the present and the future continuous tense of the active voice in the indicative mood. You will only need the present stem **θέλ-** (*thel-*) + one set of endings for both tenses. This verb has no passive voice.

In the table below we have separated the stem of the verb from its ending so that it's easier to memorize all the endings. You can apply these endings to all other 1st conjugation verbs:

1st Conjugation Verb <b>θέλω</b> ( <i>Thélo</i> , "To Want")	
Active voice - Indicative	
Present tense	Future Continuous
Singular	
θέλ-ω ( <i>thélo</i> , "I want")	θα θέλ-ω ( <i>tha thélo</i> , "I will want")
θέλ-εις / θες* ( <i>thélis/thes</i> , "you want")	θα θέλ-εις / θα θες* ( <i>tha thélis/tha thes</i> , "you will want")
θέλ-ει ( <i>théli</i> , "he/she/it wants")	θα θέλ-ει ( <i>tha théli</i> , "he/she/it will want")
Plural	
θέλ-ουμε ( <i>thélume</i> , "we want")	θα θέλ-ουμε ( <i>tha thélume</i> , "we will want")
θέλ-ετε ( <i>thélete</i> , "you want")	θα θέλ-ετε ( <i>tha thélete</i> , "you will want")
θέλ-ου(ε)** ( <i>thélun(e)</i> , "they want")	θα θέλ-ου(ε)** ( <i>tha thélun(e)</i> , "they will want")

\* More casual form.

\*\* The third person forms using the final vowel are more casual. For a more standard or formal speech, omit the final vowel.

As we mentioned in the first lesson of this series, the future progressive tense of all verbs in Greek is formed by simply adding the particle **θα** (*tha*, "will") before the present tense forms. So no need to memorize a second set of endings there! More tenses will be studied in future lessons of this series.

## Transitive verbs

To understand transitive verbs, first we need to take a look at the diathesis of a verb which, as we saw above, is one of the main properties of a verb. The diathesis is based on the meaning of the verb and it shows what the verb does, what happens to it or in which situation the subject of the verb is. There are four diatheses:

- **Active** (ενεργητική διάθεση, *eneryitikí diáthesi*)

It shows that the subject of the verb is doing an action. Such verbs are called "active verbs" (ενεργητικά ρήματα, *eneryitiká rímata*.)

**For example:**

Ποτίζω τα φυτά.

*Potízo ta fitá.*

"I'm watering the plants."

- **Mediopassive** (μέση διάθεση, *mési diáthesi*)

It shows that the subject is doing an action and the action "returns" back to the subject. Such verbs are called "mediopassive verbs" (μέσα ρήματα, *mésa rímata*.)

**For example:**

Λούζομαι.

*Lúzome.*

"I'm showering."

- **Passive** (παθητική διάθεση, *pathitikí diáthesi*)

It shows that something happens to the subject. Such verbs are called "passive verbs" (παθητικά ρήματα, *pathitiká rímata*.) For example:

Ξαφνιάζομαι.

*Xafniázome.*

"I get startled."

- **Neutral** (ουδέτερη διάθεση, *udéteri diáthesi*)

It shows that the subject is in a neutral condition, where it doesn't act and nothing happens to it. Such verbs are called "neutral verbs" (ουδέτερα ρήματα, *udétera rímata*.) For example:

Κοιμάμαι.

*Kimáme.*

"I'm sleeping."

It's important not to confuse the active and passive diathesis of a verb with the active and the passive voice. These are two completely different things. The diathesis is related to the meaning of the verb while the voice is related to the ending of the verb. If it's -ω/-ώ it's an active voice verb. If it's -μαι, then it's a passive voice verb. Therefore, you don't need to know the meaning of a verb in order to tell if it's in the active or the passive voice.

The active diathesis verbs are separated into **transitive** (μεταβατικά, *metavatiká*) and **intransitive** (αμετάβατα, *ametávata*) verbs.

The action of all transitive verbs always goes to a person, an animal, or an inanimate object. The recipient of that action is called "**object**" (αντικείμενο) in grammar.

The intransitive active verbs, although they show an action made by the subject, their action does not have a specific recipient, therefore they have no object.

**For example:**

Τρέχω.  
*Trého.*  
"I'm running."

The verb **θέλω** (*thélo*, "to want") that we are focusing on in this lesson is a **transitive verb**.

## Object

---

The object of a sentence in Greek can be direct or indirect and it can be in the genitive case or in the accusative if it's a declinable word, but it can even be a whole phrase. These are the two possible combinations depending on the verb and context:

- **One direct object:** this is **mainly in accusative**, unless the object is a whole phrase. Examples:

Θέλω **έναν μαρκαδόρο**. (accusative) / Θέλω **να φάω**. (phrase)  
*Thélo énan markadóro.* / *Thélo na fáo.*  
"I want **a marker**." / "I want **to eat**."

Only a very small group of verbs requires the direct object to be in genitive. Such verbs are:

**Verbs of expression**, like απευθύνομαι (*apefthínome*, "to address"), γνέφω (*gnéfo*, "to wave/nod"), εξομολογούμαι (*exomologúme*, "to confess"), λέω (*léo*, "to say"), μιλάω (*miláo*, "to talk"), and χαμογελώ (*hamoyeló*, "to smile").

**Verbs of sensations**, like αρέσω (*aréso*, "to like"), βρομάω (*vromáo*, "to stink"), ξινίζω (*xinízo*, "to be sour"), and μυρίζω (*mirízo*, "to smell").

**Verbs of ownership**, like ανήκω (*aníko*, "to belong"), and βρίσκομαι (*vrískome*, "to have" [normally meaning "to be located"]).

**Verbs that denote an association**, like αναλογώ (*analogó*, "to correspond"), μοιάζω (*miázo*, "to look like"), ταιριάζω (*teriázo*, "to match").

**Verbs that denote modality**, like αξίζω (*axízo*, "to deserve") and χρειάζομαι (*hriázome*, "to need").

### For example:

Σου μιλάω.  
*Su miláo.*  
"I'm talking to you".

Σου (*Su*, "you") here is the direct object of the verb in the genitive case.

- **A direct and an indirect object:** The **direct object is always in the accusative case** (example b) below), unless it's a whole phrase, and the indirect object is in the genitive case.

However, there are some cases where **the indirect object may be in accusative as well**. So if you have two objects in the accusative and you don't know which one is the direct and which one is the indirect object, the **direct object** is usually the accusative that expresses "**person**" and the **indirect object** is the accusative that expresses "**thing**" (example c) below,) **UNLESS** one of the two accusatives can be replaced by a prepositional phrase instead. In that case the **replaceable accusative is the indirect object** and the **irreplaceable accusative is the direct object** (example d) below.)

When an object, direct or indirect, is in the accusative case, it usually answers the question "Whom?" (Ποιον / Ποια(ν) / Ποιο; - *Pion/Pia(n)/Pio?*) or "What" (Τι; - *Ti?*) when we refer to the action of the verb,

### for example:

Θέλω **έναν μαρκαδόρο**. → Τι θέλω; → **Έναν μαρκαδόρο**.  
*Thélo énan markadóro.* → *Ti thélo?* → **Énan markadóro**.



"I want **a marker**." → What do I want? → **A marker**.

Του δίνω **τα χρήματα**. → Τι δίνω; → **Τα χρήματα**.

*Tu díno ta hrímata.* → *Ti díno?* → **Ta hrímata**.

"I'm giving him **the money**." → What am I giving? → **The money**.

Η νοσοκόμα **την** ταΐζει **σούπα**. → Ποιαν ταΐζει; → **Αυτήν. (direct object - person)** Τι την ταΐζει; → **Σούπα. (indirect object - thing)**

*I nosokóma tin taízi súpα.* → *Pian taízi?* → **Aftín.** *Ti tin taízi?* → **Súpa.**

"The nurse is feeding **her soup**." → Whom is she feeding? → **Her. (direct object - person)** What is she feeding her? → **Soup. (indirect object - thing)**

Ο καθηγητής διδάσκει **τους μαθητές / στους μαθητές ελληνικά**. → Τι διδάσκει; → **Ελληνικά. (direct object - irreplaceable)** Ποιους διδάσκει; → **Τους μαθητές. (indirect object - replaceable)**

*O kathiyítis didáski tus mathités / stus mathités eliniká.* *Ti didáski?* → **Eliniká.** *Pius didáski?* → **Tus mathités.**

"The teacher teaches **the students/(to) the students Greek**." → What is he teaching? → **Greek. (direct object - irreplaceable)** Whom is he teaching? → **The students. (indirect object - replaceable)**

When an object, direct or indirect, is in the genitive case, it usually answers the question "(To) whom?" [(Σε) ποιον / (Σε) ποια(ν) / (Σε) ποιο; - (Se) pion/(Se) pia(n)/(Se) pio?] when we refer to the action of the verb. For example:

Η μαμά **μου** δίνει το βιβλίο. → Σε ποιον δίνει το βιβλίο; → Σε εμένα (**μου**).

*I mamá mu dínι to vivlíο.* → *Se pion dínι to vivlíο?* → *Se ména (mu).*

"Mom is giving **me** the book." → To whom is she giving the book? → To **me**.

Η κοπέλα αυτή **της** μοιάζει πολύ. → Σε ποια μοιάζει; → Σε αυτήν (**της**).

*I kopéla aftí tis miázi polí.* → *Se pia miázi?* → *Se aftín (tis).*

"This young girl looks like **her** a lot. → To whom does she look like? → To **her**."

## Review

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So remember, to express what you want, start with a noun phrase in the nominative case which may contain a pronoun or any noun or name with an article depending on whom you are referring to. Then use the verb "to want," θέλω (thélo) in the correct form, followed by what it is that you or someone else wants which can be either a noun phrase in the accusative case or a verb in the subjunctive.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #6 Using the Verb "To have"

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# 6

## GREEK

1. (Εσύ) έχεις μια μεγάλη βαλίτσα.
2. Έχω πέντε μήλα.
3. Έχω έναν σκύλο.
4. Εμείς έχουμε ένα μικρό διαμέρισμα.
5. Δεν έχω λεφτά.
6. Έχεις λίγο χαρτί;

## ROMANIZATION

1. (Esí) éhis mia megáli valítsa.
2. Ého pénde míla.
3. Ého énan skílo.
4. Emís éhume éna mikró diamérizma.
5. Den ého leftá.
6. Éhis lígo xartí?

## ENGLISH

1. You have a large suitcase.

CONT'D OVER

2. I have five apples.
3. I have a dog.
4. We have a small apartment.
5. I don't have money.
6. Do you have some paper?

## VOCABULARY

Greek	Romanization	English	Class	Gender
δύο παιδιά	dío pediá	two children	phrase	neutral
πονοκέφαλος	ponokéfalos	headache	noun	masculine
πολλούς υπαλλήλους, πολλές υπαλλήλους	polús ipalílus, polés ipalílus	many employees	phrase	masculine (or mixed gendered people), feminine
ένα στίλο	éna stílo	a pen	phrase	neutral
πρόβλημα	prónlima	problem	noun	neuter

## SAMPLE SENTENCES

<p><b>Έχω δύο παιδιά.</b> <i>Ého dío pediá.</i></p> <p>"I have two children."</p>	<p><b>Έχεις πονοκέφαλο;</b> <i>Éhis ponokéfalo?</i></p> <p>"Do you have a headache?"</p>
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<p><b>Έχω έναν πονοκέφαλο.</b> <i>Ého énan ponokéfaló.</i></p> <p>"I have a headache."</p>	<p><b>Η εταιρεία έχει πολλούς υπαλλήλους.</b> <i>I etería éhi polús ipalílus.</i></p> <p>"The company has many employees."</p>
<p><b>Έχεις ένα στιλό;</b> <i>Éhis éna stiló?</i></p> <p>"Do you have a pen?"</p>	<p><b>Ο Τάκης έχει προβλήματα.</b> <i>O Tákis éhi problímata.</i></p> <p>"Takis has problems."</p>
<p><b>Έχω πρόβλημα με τον προϊστάμενό μου.</b> <i>Echo problima me ton proistameno mou.</i></p> <p>"I have a problem with my supervisor."</p>	<p><b>Η αλλαγή του προγράμματος προκάλεσε πρόβλημα.</b> <i>I alagí tu prográmatos prokálese próvlima.</i></p> <p>"The modification of the program caused a problem."</p>

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the third element:

ονοματική φράση στην ονομαστική + ρήμα έχω + **ονοματική φράση στην αιτιατική**  
*onomatikí frási stin onomastikí + ríma ého + **onomatikí frási stin etiatikí***  
 "noun phrase in the nominative + verb "to have" + **noun phrase in accusative**"

- (Εσύ) έχεις **μια μεγάλη βαλίτσα.**  
*(Esí) éhis **mia megáli valítsa.***  
 "You have **a large suitcase.**"

Replace "noun/noun phrase in accusative" for:			Word Class	Gender
Target	romanization	English		
προβλήματα	<i>problímata</i>	problems	noun	neuter

δύο παιδιά	<i>dío pediá</i>	two children	phrase	neuter
πονοκέφαλο	<i>ponokéfaló</i>	headache	noun	masculine
πολλούς υπαλλήλους, πολλές υπαλλήλους	<i>polús ipalílus,</i> <i>polés ipalílus</i>	many employees	phrase	masculine (or mixed gendered people), feminine
ένα στιλό	<i>éna stiló</i>	a pen	phrase	neuter

### Sample Sentences:

1. Ο Τάκης έχει προβλήματα.  
*O Tákis éhi problímata.*  
"Takis has problems."
2. Έχω δύο παιδιά.  
*Ého dío pediá.*  
"I have two children."
3. Έχεις πονοκέφαλο;  
*Éhis ponokéfaló?*  
"Do you have a headache?"
4. Η εταιρεία έχει πολλούς υπαλλήλους.  
*I etería éhi polús ipalílus.*  
"The company has many employees."
5. Έχεις ένα στιλό;  
*Éhis éna stiló?*  
"Do you have a pen?"

## GRAMMAR

**The Focus of This Lesson is Talking About Belongings**

**Use the following pattern to talk about belongings.**

## ονοματική φράση στην ονομαστική + ρήμα έχω + ονοματική φράση στην αιτιατική

*onomatikí frási stin onomastikí + ríma ého + onomatikí frási stin etiatikí*

"noun phrase in the nominative + verb "to have" + noun phrase in accusative"

1. (Εσύ) έχεις μια μεγάλη βαλίτσα.  
(*Esí*) *éhis mia megáli valítsa.*  
"You have a large suitcase."

This pattern starts with the subject of your sentence; a noun phrase in the nominative that may consist of a pronoun, such as "I," although you can use any noun or name with an article to talk about the belongings of someone else. Remember, you can even omit the subject altogether, if it is understood by the context. Next, use the verb "to have," έχω (*ého*), in the correct person and number. Finish with a simple or an extended noun phrase in the accusative case to express what you or someone else has. The noun phrase needs to be in the accusative because it is the direct object of the verb.

### 1. Auxiliary verb "to have" (έχω, έho)

The Greek auxiliary verb έχω (*ého*, "to have"), just like the Greek verb είμαι (*íme*, "to be"), doesn't have forms for all the 8 tenses. It only has forms for the present tense, the past tense, and the future tense in the indicative. Let's see its conjugation below:

#### Auxiliary verb έχω (*ého*, "to have")

##### Indicative

##### Present tense

##### Past tense

##### Future tense

##### Singular

**έχω**

(*ého*, "I have")

**είχα**

(*íha*, "I had")

**θα έχω**

(*tha ého*, "I will have")

**έχεις**

(*éhis*, "you have")

**είχες**

(*íhes*, "you had")

**θα έχεις**

(*tha éhis*, "you will have")

---

**έχει**  
(*éhi*, "he/she/it has")

**είχε**  
(*íhe*, "he/she/it had")

**θα έχει**  
(*tha éhi*, "he/she/it will have")

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### Plural

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**έχουμε**  
(*éhume*, "we have")

**είχαμε**  
(*íhame*, "we had")

**θα έχουμε**  
(*tha éhume*, "we will have")

**έχετε**  
(*éhete*, "you have")

**είχατε**  
(*íhate*, "you had")

**θα έχετε**  
(*tha éhete*, "you will have")

**έχουν(ε)\***  
(*éhun*, "they have")

**είχαν(ε)\***  
(*íhan*, "they had")

**θα έχουν(ε)\***  
(*tha éhun*, "they will have")

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\* *The forms using the final vowel are more casual. For a more standard or formal speech, use the forms without the final vowel.*

As you can notice, the endings are the same as the endings of the 1st conjugation verbs that we saw in the previous lesson.

## 2. Numerals: Cardinal Numbers

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In Greek, numerals are words that denote a certain quantity in numbers or a numerical concept in general. They can be either adjectives or nouns. The cardinal numbers, that we are focusing on in this lesson, or *απόλυτα αριθμητικά* (*arólita arithmitiká*), are one of the categories of numerals. In Greek, all cardinal numbers are adjectives.

Cardinal numbers denote a specific number of people, animals or things and in modern Greek we write them in full (ex. "one" - *ένα, éna*) or using numbers (ex. 1, 2 etc.).

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### Cardinal Numbers

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**0, μηδέν** (*midén*,  
neuter)

**του μηδενός** (*tu midenós*) in the  
genitive

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<b>1</b> <b>ένας</b> ( <i>énas</i> , masculine)		<b>21</b> <b>είκοσι ένας</b> ( <i>íkosi énas</i> )	<b>101</b> <b>εκατόν ένας</b> ( <i>ekatón énas</i> )
<b>μία/μια</b> ( <i>mía/mia</i> , feminine)	<b>11, έντεκα</b> ( <i>éndeka</i> )	<b>είκοσι μία/μια</b> ( <i>íkosi mía/mia</i> )	<b>εκατόν μία/μια</b> ( <i>ekatón mía/mia</i> )
<b>ένα</b> ( <i>éna</i> , neuter)		<b>είκοσι ένα</b> ( <i>íkosi éna</i> )	<b>εκατόν ένα</b> ( <i>ekatón éna</i> )
<b>2, δύο/δυο</b> ( <i>dío/dio</i> )	<b>12, δώδεκα</b> ( <i>dódeka</i> )	<b>22, είκοσι δύο</b> ( <i>íkosi dío</i> )	<b>200, διακόσιοι, -ες, -α</b> ( <i>diakósii, -es, -a</i> )
<b>3</b> <b>τρεις</b> ( <i>tris</i> , masculine/ feminine)	<b>13</b> <b>δεκατρείς</b> ( <i>dekatrís</i> , masculine/ feminine)	<b>30, τριάντα</b> ( <i>triánda</i> )	<b>300, τριακόσιοι, -ες, -α</b> ( <i>triakósii, -es, -a</i> )
<b>τρία</b> ( <i>tría</i> , neuter)	<b>δεκατρία</b> ( <i>dekatría</i> , neuter)		
<b>4</b> <b>τέσσερις</b> ( <i>tésesis</i> , masculine/ feminine)	<b>14</b> <b>δεκατέσσερις</b> ( <i>dekatésesis</i> , masculine/ feminine)	<b>40, σαράντα</b> ( <i>saránda</i> )	<b>400,</b> <b>τετρακόσιοι, -ες, -α</b> ( <i>tetrakósii, -es, -a</i> )
<b>τέσσερα</b> ( <i>tésera</i> , neuter)	<b>δεκατέσσερα</b> ( <i>dekatésera</i> , neuter)		
<b>5, πέντε</b> ( <i>pénde</i> )	<b>15, δεκαπέντε</b> ( <i>dekapénde</i> )	<b>50, πενήντα</b> ( <i>penínda</i> )	<b>500,</b> <b>πεντακόσιοι, -ες, -α</b> ( <i>pendakósii, -es, -a</i> )
<b>6, έξι</b> ( <i>éxi</i> )	<b>16, δεκαέξι/δεκάξι</b> ( <i>dekaéxi/dekáxi</i> )	<b>60, εξήντα</b> ( <i>exínda</i> )	<b>600, εξακόσιοι, -ες, -α</b> ( <i>exakósii, -es, -a</i> )

<b>7, επτά/εφτά*</b> (eptá/eftá)	<b>17, δεκαεπτά/ δεκαεφτά</b> (dekaeptá/ dekaeftá)	<b>70, εβδομήντα</b> (ebdomínda)	<b>700, επτακόσιοι, -ες, -α</b> / <b>εφτακόσιοι, - ες, -α</b> (eptakósii, -es, -a / eftakósii, -es, -a)
<b>8, οκτώ/οχτώ</b> (októ/ohtó)	<b>18, δεκαοκτώ/ δεκαοχτώ</b> (dekaoktó/ dekaohtó)	<b>80, ογδόντα</b> (ogdónda)	<b>800, οκτακόσιοι, -ες, -α</b> / <b>οχτακόσιοι, - ες, -α</b> (oktakósii, -es, -a / ohtakósii, -es, -a)
<b>9, εννέα/εννιά</b> (enéa/eniá)	<b>19, δεκαεννέα/ δεκαεννιά</b> (dekaenéa/ dekaenιά)	<b>90, ενενήντα</b> (enenínda)	<b>900, εννιακόσιοι, -ες, -α</b> (eniakósii, -es, -a)
<b>10, δέκα (déka)</b>	<b>20, είκοσι (íkosi)</b>	<b>100, εκατό (ekató)</b>	<b>1.000, χίλιοι, -ες, - α</b> (hílii, -es, -a)

#### Furthermore...

<b>1.001</b> <b>χίλιοι ένας</b> (hílii énas)		<b>2.001</b> <b>δύο χιλιάδες</b> <b>ένας</b> (dío hiliádes énas)	
<b>χίλιες μία/μια</b> (hílies mía/mia)	<b>2.000, δύο</b> <b>χιλιάδες</b> (dío hiliádes)	<b>δύο χιλιάδες</b> <b>μία/μια</b> (dío hiliádes mía/ mia)	<b>3.000</b> <b>τρεις χιλιάδες</b> (tris hiliádes)
<b>χίλια ένα</b> (hília éna)		<b>δύο χιλιάδες</b> <b>ένα</b> (dío hiliádes éna)	

1.000.000	1.000.000.000.	1.000.000.000.000	1.000.000.000.000.
ένα	ένα	ένα	ένα τετράκις
εκατομμύριο	δισεκατομμύριο	τρισεκατομμύριο	εκατομμύριο
(ένα ekatomírio)	(ένα disekatomírio)	ο	(ένα tetrákis
		(ένα trisekatomírio)	ekatomírio)

\* Alternative forms are more casual.

\*\* In Greek, the period is used as a digit grouping symbol and the comma as a decimal symbol.

### - Spelling

1. Cardinal numbers 13-19 are written in one word.
2. Cardinal numbers from 21 and up are written in separate words.
3. We use double ν for εννέα/εννιά (*enéa/eniá*, 9), εννιακόσια (*eniakósia*, 900), but one ν for ενενήντα (*enenínda*, 90).
4. Mind εκατό (*ekató*, 100), but εκατόν (*ekatón*)... for numbers 101-199.

### - Declension

1. Greek cardinal numbers are adjectives and as such they need to agree in gender, number and case with the noun they define, ex. μία μύγα, "one fly," not ένα μύγα. Furthermore,
2. When counting abstractly (ex. counting seconds), as well as when we refer to a specific year, we use the neuter forms (1, 2, 3 - ένα, δύο, τρία - *éna, dío, tría*...).
3. Numbers **2 and 5-100**, with the exception of the numbers mentioned in point 4 below, have one form for all genders and all cases.
4. The numbers for the **hundreds (except 100) and one thousand** have three genders, declined like the plural **-οι, -ες, -α** (*-i, -es, -a*) forms of the **-ος, -η -ο** (*-os, -i, -o*) adjectives (lesson 2) but with a shift in the accent mark in their genitive case. For example 200 is:  
οι **διακόσιοι** (*i diakósii*) → των **διακοσίων** (*ton diakosíon*).

5. Numbers **1, 3 or 4** (as well as all numbers that end in those digits, ex. 13, 21, 103...) have three genders. Let's see their declension:

**ένας, μία/μια, ένα**  
(*énas, μία/mia, éna*, "one")

Case (singular only)	Masculine	Feminine	Neuter
Nominative	<b>ο ένας</b> ( <i>o énas</i> )	<b>η μία/μια</b> ( <i>i μία/mia</i> )	<b>το ένα</b> ( <i>to éna</i> )
Genitive	<b>του ενός</b> ( <i>tu enós</i> )	<b>της μίας/μιας</b> ( <i>tis mías/mias</i> )	<b>του ενός</b> ( <i>tu enós</i> )
Accusative	<b>τον έναν</b> ( <i>ton éna</i> )	<b>τη μία/μια</b> ( <i>ti μία/mia</i> )	<b>το ένα</b> ( <i>to éna</i> )
Vocative	-	-	-

**τρεις, τρεις, τρία**  
(*tris, tris, tría*, "three")

**τέσσερις, τέσσερις, τέσσερα**  
(*tésseris, téseris, tésera*, "four")

Case (plural only)	Masculine & Feminine	Neuter	Masculine & Feminine	Neuter
Nominative	<b>οι τρεις</b> ( <i>i tris</i> )	<b>τα τρία</b> ( <i>ta tría</i> )	<b>οι τέσσερις</b> ( <i>i téseris</i> )	<b>τα τέσσερα</b> ( <i>ta tésera</i> )
Genitive	<b>των τριών</b> ( <i>ton trión</i> )	<b>των τριών</b> ( <i>ton trión</i> )	<b>των τεσσάρων</b> ( <i>ton tesáron</i> )	<b>των τεσσάρων</b> ( <i>ton tesáron</i> )
Accusative	<b>τους/τις τρεις</b> ( <i>tus/tis tris</i> )	<b>τα τρία</b> ( <i>ta tría</i> )	<b>τους/τις τέσσερις</b> ( <i>tus/tis téseris</i> )	<b>τα τέσσερα</b> ( <i>ta tésera</i> )
Vocative	-	-	-	-

## - Attention

Sometimes nouns are omitted in speech, so pay attention to the context in order to use the right gender.

1. Πόσους πίνακες έχεις;  
Τρεις. (masculine because of the noun, not τρία, *tría*)  
*Pósus pínakes éhis?*  
*Tris.*  
"How many paintings do you have?"  
Three."

## Review

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So remember, to talk about belongings, start with a noun phrase in the nominative case, then use the verb "to have," *έχω* (*ého*) in the correct form, followed by a noun phrase in the accusative case to express what it is that you or someone else has.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #7

## Asking About Location or Position

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- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# 7

## GREEK

1. Πού βρίσκεται η γέφυρα;
2. Πού είναι η ταυτότητα;
3. Πού είναι τα παιδιά;
4. Πού βρίσκεται το Νέο Μουσείο της Ακρόπολης;
5. Πού είναι η τράπεζα;
6. Πού είναι ο σταθμός του μετρό;

## ROMANIZATION

1. Πύ vrískete i yéfira?
2. Πύ íne i taftótita?
3. Πύ íne ta pediá?
4. Πύ vrískete to Néο musío tis Akrópolis?
5. Πύ íne i trápeza?
6. Πύ íne o stathmós tu metró?

## ENGLISH

1. Where is the bridge located?

CONT'D OVER

2. Where is the ID?
3. Where are the kids?
4. Where is the New Acropolis Museum?
5. Where is the bank?
6. Where is the metro station?

## VOCABULARY

Greek	Romanization	English	Class	Gender
το φαρμακείο	to farmakío	the pharmacy	phrase	neutral
η στάση του λεωφορείου	i stási tu leoforíu	the bus stop	phrase	
η δουλειά σου	i duliá su	your work	phrase	
το σουπερμάρκετ	to supermárket	the supermarket	phrase	neutral
η παραλία	i paralía	the beach	phrase	feminine

## SAMPLE SENTENCES

<p><b>Πού είναι το φαρμακείο;</b> <i>Pú íne to farmakío?</i></p> <p>"Where is the pharmacy?"</p>	<p><b>Πού βρίσκεται η στάση του λεωφορείου;</b> <i>Pú vrískete i stási tu leoforíu?</i></p> <p>"Where is the bus stop?"</p>
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<p><b>Πού βρίσκεται η δουλειά σου;</b> <i>Pú vrískete i duliá su?</i></p> <p>"Where is your work?"</p>	<p><b>Πού είναι το σουπερμάρκετ;</b> <i>Pú íne to supermárket?</i></p> <p>"Where is the supermarket?"</p>
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<p><b>Πού είναι η παραλία;</b> <i>Pú íne i paralía?</i></p> <p>"Where is the beach?"</p>
--

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the third element:

Πού + ρήμα + **συμπλήρωμα**  
*Pú + ríma + **simblíroma***  
 Where + verb + **complement**

1. Πού βρίσκεται **η γέφυρα**;  
*Pú vrískete **i yéfira**?*  
 "Where is **the bridge**?" (lit. "Where is the bridge located?")

Replace "complement" for:			Word Class	Gender
Target	romanization	English		
το φαρμακείο	<i>to farmakío</i>	the pharmacy	noun	neuter
η στάση του λεωφορείου	<i>i stási tu leoforíu</i>	the bus stop	phrase	
η δουλειά σου	<i>i duliá su</i>	your work	phrase	

το σουπερμάρκε τ	<i>to supermárket</i>	the supermarket	noun	neuter
η παραλία	<i>i paralía</i>	the beach	noun	feminine

### Sample Sentences:

1. Πού είναι το φαρμακείο;  
*Pú íne to farmakío?*  
"Where is the pharmacy?"
2. Πού βρίσκεται η στάση του λεωφορείου;  
*Pú vrískete i stási tu leoforíu?*  
"Where is the bus stop?"
3. Πού βρίσκεται η δουλειά σου;  
*Pú vrískete i duliá su?*  
"Where is your work?"
4. Πού είναι το σουπερμάρκετ;  
*Pú íne to supermárket?*  
"Where is the supermarket?"
5. Πού είναι η παραλία;  
*Pú íne i paralía?*  
"Where is the beach?"

## GRAMMAR

**The Focus of This Lesson is Asking About Location or Position**

**Use the following pattern to ask where someone or something is.**

**Πού + ρήμα + συμπλήρωμα**

***Pú + ríma + simblíroma***

**Where + verb + complement**

1. Πού βρίσκεται η γέφυρα;  
*Pú vrískete i yéfira?*  
"Where is the bridge?" (lit. "Where is the bridge located?")

Asking where someone or something is in Greek has the same structure as in English. We start with the interrogative adverb πού (*πού*) meaning "where." What follows is a verb such as the verb βρίσκομαι (*vrískome*) meaning "to be located" or the verb είμαι (*íme*) meaning "to be." After this, comes a complement that will contain the person or thing we are asking about. That person or thing is the verb's subject and will usually be a noun phrase in the nominative case. The verb will always need to agree in person and number with its subject. Just keep in mind that the complement in the end of this pattern may contain other elements besides the subject but we are not going to go into details about this at the moment.

## 1. Interrogative adverb πού (που, "where")

---

The main use of this locative-interrogative adverb is to ask "where" something is. Although it is a monosyllabic word and monosyllabic words usually don't get accented in Greek, this adverb is always accented in order to be differentiated from the unaccented conjunction που (*που*) meaning "that." As an adverb, it is indeclinable. So it always has the same form no matter how it is used in speech.

It can be used to make direct or indirect questions.

### For example:

1. Πού είναι το ανοιχτήρι;  
*Pú íne to anih tíri?*  
"Where is the can opener?" (Direct question)
2. Ρωτάει πού είναι το ανοιχτήρι.  
*Rotái pu íne to anih tíri.*  
"She is asking where the can opener is." (Indirect question)

The sentences using this adverb have usually the same structure as the equivalent English sentences: The adverb is placed at the beginning of a question: Πού...; (*Pú... ?*), "Where... ?"

## 2. 1st conjugation verb "to be located" (βρίσκομαι, *vrískome*) and introduction to the passive voice

---

The verb βρίσκομαι (*vrískome*, "to be located") is a 1st conjugation verb and it is the first

verb in the passive voice that we are focusing on in this series.

Let's remember what exactly is the passive voice in Greek:

**Passive voice we call all the verb forms that have a -μαι ending in the first person singular of the present tense indicative mood.**

Specifically for the 1st conjugation group, the verbs that are included are accented in the antepenult (third to last syllable) in the first person singular of the present tense indicative mood, so they end in an unaccented **-ομαι** just like the verb βρίσκομαι (*vrískome*, "to be located"). The first conjugation group includes most Greek verbs, so it is important to learn their conjugation well in both the active and the passive voice.

Let's see how to conjugate βρίσκομαι (*vrískome*, "to be located") in the present and the future continuous tense of the passive voice in the indicative mood.

### 1st conjugation verb βρίσκομαι (*vrískome*, "to be located")

#### Passive voice - Indicative

##### Present tense

##### Future Continuous

##### Singular

##### βρίσκ-ομαι

(*vrískome*, "I am located")

##### θα βρίσκ-ομαι

(*tha vrískome*, "I will be located")

##### βρίσκ-εσαι

(*vrískese*, "you are located")

##### θα βρίσκ-εσαι

(*tha vrískese*, "you will be located")

##### βρίσκ-εται

(*vrískete*, "he/she/it is located")

##### θα βρίσκ-εται

(*tha vrískete*, "he/she/it will be located")

##### Plural

##### βρισκ-όμαστε

(*vrískómaste*, "we are located")

##### θα βρισκ-όμαστε

(*tha vrískómaste*, "we will be located")

##### βρίσκ-εστε / βρισκ-όσαστε\*

(*vrískeste/vrískósaste*, "you are located")

##### θα βρίσκ-εστε / θα βρισκ-όσαστε\*

(*tha vrískeste/tha vrískósaste*, "you will be located")

---

**βρίσκ-ονται**

(*vrískonde*, "they are located")

**θα βρίσκ-ονται**

(*tha vrískonde*, "they will be located")

---

\* *The alternative forms are more colloquial.*

**Notes:**

- Keep in mind that passive voice verbs in Greek, don't always get rendered in English by using the English passive voice. It depends on the semantics of a verb.

**For example:**

1. **ντύνομαι (*dínome*) - mediopassive diathesis\*, passive voice** → "I dress myself" (active verb + reflexive pronoun). But also → "I get dressed" (passive voice with the verb "to get")
2. **ξεκουράζομαι (*xekurázome*) - neutral diathesis\*, passive voice** → "I rest" (active voice).
3. **φωτίζομαι (*fotízome*) - passive diathesis\*, passive voice** → "to be lit" (passive voice)

\* *We talked about the diathesis of a verb in lesson 5.*

- Sometimes the meaning of a verb might differ slightly between the active and the passive voice.

**For example:**

1. **βρίσκω (*vrísko*, "to find")** → **βρίσκομαι (*vrískome*, "to be located" as well as "to be found" in the momentary tenses)** but **δανείζω ("to loan", "to lend")** → **δανείζομαι ("to take out a loan", "to borrow" NOT "to be lent").**

From the notes above we can see that semantics of Greek verbs play an important role when it comes to translating them into English properly.

### 3. Declension of parasyllabic feminine -α (-α) ending nouns

---

The nouns that belong in this category are **oxytone** (accented in the last syllable), **paroxytone** (accented in the second-to-last syllable), and **proparoxytone** (accented in the

third-to-last syllable.) They are also **parisyllabic** which means that they have the same numbers of syllables for all of their inflected forms. Let's see their declension by using some of the nouns we saw in this lesson:

### Ισοσύλλαβα θηλυκά ουσιαστικά σε -α

*(Isosíllava thiliká usiastiká se -a)*

Parisyllabic feminine -α (-a) ending nouns

Singular					
<b>Case</b>	<b>δουλειά</b> ( <i>duliá</i> ) "work" (oxytone)	<b>μητέρα</b> ( <i>mitéra</i> ) "mother" (paroxyton e)	<b>τουαλέτα</b> ( <i>tualéta</i> ) "toilet" (paroxyton e)	<b>ταυτότητα</b> <b>α</b> ( <i>taftótita</i> ) "identity, ID" (proparoxytone)	<b>γέφυρα</b> ( <i>yéfira</i> ) "bridge" (proparoxytone)
<b>Nominative</b>	<b>η δουλειά</b> ( <i>i duliá</i> )	<b>η μητέρα</b> ( <i>i mitéra</i> )	<b>η τουαλέτα</b> ( <i>i tualéta</i> )	<b>η ταυτότητα</b> <b>-α</b> ( <i>i taftótita</i> )	<b>η γέφυρα</b> ( <i>i yéfira</i> )
<b>Genitive</b>	<b>της δουλειάς</b> ( <i>tis duliás</i> )	<b>της μητέρας</b> ( <i>tis mitéras</i> )	<b>της τουαλέτας</b> ( <i>tis tualéτας</i> )	<b>της ταυτότητας</b> <b>-ας</b> ( <i>tis taftótitas</i> )	<b>της γέφυρας</b> ( <i>tis yéfiras</i> )
<b>Accusative</b>	<b>τη δουλειά</b> ( <i>ti duliá</i> )	<b>τη μητέρα</b> ( <i>ti mitéra</i> )	<b>την τουαλέτα</b> <b>α</b> ( <i>tin tualéta</i> )	<b>την ταυτότητα</b> <b>-α</b> ( <i>tin taftótita</i> )	<b>τη γέφυρα</b> <b>α</b> ( <i>ti yéfira</i> )
<b>Vocative</b>	<b>δουλειά</b> ( <i>duliá</i> )	<b>μητέρα</b> ( <i>mitéra</i> )	<b>τουαλέτα</b> <b>α</b> ( <i>tualéta</i> )	<b>ταυτότητα</b> <b>-α</b> ( <i>taftótita</i> )	<b>γέφυρα</b> ( <i>yéfira</i> )
Plural					

<b>Nominative</b>	<b>οι δουλειές</b> ( <i>i duliés</i> )	<b>οι μητέρες</b> ( <i>i mitéres</i> )	<b>οι τουαλέτες</b> ( <i>i tualétes</i> )	<b>οι ταυτότητες</b> ( <i>i taftótites</i> )	<b>οι γέφυρες</b> ( <i>i yéfires</i> )
<b>Genitive</b>	<b>των δουλειών</b> ( <i>ton dulión</i> )	<b>των μητέρων</b> ( <i>ton mitéron</i> )	<b>των τουαλετών*</b> ( <i>ton tualéton</i> )	<b>των ταυτοτήτων*</b> ( <i>ton taftotítion</i> )	<b>των γεφυρών*</b> ( <i>ton yefirón</i> )
<b>Accusative</b>	<b>τις δουλειές</b> ( <i>tis duliés</i> )	<b>τις μητέρες</b> ( <i>tis mitéres</i> )	<b>τις τουαλέτες</b> ( <i>tis tualétes</i> )	<b>τις ταυτότητες</b> ( <i>tis taftótites</i> )	<b>τις γέφυρες</b> ( <i>tis yéfires</i> )
<b>Vocative</b>	<b>δουλειές</b> ( <i>duliés</i> )	<b>μητέρες</b> ( <i>mitéres</i> )	<b>τουαλέτες</b> ( <i>tualétes</i> )	<b>ταυτότητες</b> ( <i>taftótites</i> )	<b>γέφυρες</b> ( <i>yéfires</i> )

\* Some paroxytone and proparoxytone nouns of this category have different accentuation in the plural genitive, moving their accent one or two positions to the right (examples 3-5.)

The particularities of the accentuation in the plural genitive makes this case quite challenging for absolute beginners to master, but since this is one of the biggest feminine noun group, it needs to be introduced early. You can learn a bit more about the few rules that exist at a much higher level, although the existing rules don't cover all the cases.

1. **Nouns similar to δουλειά (*duliá*, "work, job"):**  
**ομορφιά (*omorfiá*, "beauty"), σπηλιά (*spiliá*, "cave")** etc.
2. **Nouns similar to μητέρα (*mitéra*, "mother"):**  
**ακτίνα (*aktína*, "ray, beam"), γοργόνα (*gorgóna*, "mermaid"), εικόνα (*ikóna*, "image, picture"),** etc.
3. **Nouns similar to τουαλέτα (*tualéta*, "toilet"):**  
**αξία (*axía*, "value"), απεργία (*aperyía*, "strike"), γλώσσα (*glóssa*, "tongue, language"), γραβάτα (*graváta*, "necktie"), γυναίκα (*ginéka*, "woman"), παραλία (*paralía*, "beach")** etc.

4. **Nouns similar to ταυτότητα (*taftótita*, "identity, ID"):**  
**διώρυγα** (*dióriga*, "canal"), **όρνιθα** (*órnitha*, "hen" colloquially), **πέρδικα** (*pérdika*, "partridge"), **σήραγγα** (*síringa*, "tunnel"), **φάλαγγα** (*fálanga*, "convoy, phalanx"), etc., as well as **αθωότητα** (*athoótita*, "innocence"), **αυστηρότητα** (*afstirótita*, "strictness, severity"), **θερμότητα** (*thermótita*, "heat"), **ιδιότητα** (*idiótita*, "property, quality, characteristic"), **ικανότητα** (*ikanótita*, "ability, skill, capability"), **ποσότητα** (*posótita*, "quantity"), **ταχύτητα** (*tahítita*, "speed"), and all other **-τητα** (*-tita*) ending nouns.
5. **Nouns similar to γέφυρα (*yéfira*, "bridge"):**  
**άγκυρα** (*ángira*, "anchor"), **αίθουσα** (*éthusa*, "classroom"), **άμαξα** (*ámacha*, "carriage"), **άμυνα** (*ámina*, "defense"), **αλήθεια** (*alíthia*, "truth"), **απόπειρα** (*arópira*, "attempt"), **έννοια** (*énia*, "sense, meaning, concern, worry"), **θάλασσα** (*thálasa*, "sea"), **μαθήτρια** (*mathíttria*, "female student"), **τράπεζα** (*trápeza*, "bank")etc.

## Review

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So remember, to ask about location or position, begin with the interrogative adverb πού (*pú*) meaning "where." Then use the verb βρίσκομαι (*vrískome*), "to be located," or είμαι (*íme*), "to be." Finish with a complement that will contain the person or thing you are asking about.



## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #8

## Using Prepositions of Place

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# 8

## GREEK

1. Το βάζο είναι στο τραπέζι.
2. Τα βιβλία είναι μέσα στη σάκα.
3. Το γάλα είναι στο ψυγείο.
4. Η Μαίρη είναι στην Κέρκυρα.
5. Ο διευθυντής δεν είναι στο γραφείο.
6. Μαμά, είσαι εδώ;

## ROMANIZATION

1. Το vázo íne sto trapézi.
2. Ta vivlíá íne méssa sti sáka.
3. To gála íne sto psiyío.
4. I Méri íne stin Kérkíra.
5. O diefthindís den íne sto grafío.
6. Mamá, íse edó?

## ENGLISH

1. The vase is on the table.

CONT'D OVER

2. The books are inside the schoolbag.
3. The milk is in the fridge.
4. Mary is in Corfu.
5. The manager is not in the office.
6. Mom, are you here?

## VOCABULARY

Greek	Romanization	English	Class
στο πλάι	sto plái	at the side	phrase
κοντά στη θάλασσα	kondá sti thálasa	near the sea	phrase
εκεί στο βουνό	ekí sto vunó	there in the mountain	phrase
κάπου αλλού	kápu alú	somewhere else	phrase
κάτω στο υπόγειο	káto sto ipógió	down at the basement	phrase

## SAMPLE SENTENCES

<p><b>Η τσέπη είναι στο πλάι.</b> <i>I tsépi íne sto plái.</i></p> <p>"The pocket is at the side."</p>	<p><b>Η λίμνη είναι κοντά στη θάλασσα.</b> <i>I límni íne kondá sti thálasa.</i></p> <p>"The lake is near the sea."</p>
<p><b>Η πυρκαγιά είναι εκεί στο βουνό.</b> <i>I pirkagá íne ekí sto vunó.</i></p> <p>"The wildfire is there in the mountain."</p>	<p><b>Τα γυαλιά είναι κάπου αλλού.</b> <i>Ta yaliá íne kápu alú.</i></p> <p>"The eyeglasses are somewhere else."</p>

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## Ο Στάθης είναι κάτω στο υπόγειο.

*O Státhis íne káto sto ipóγío.*

"Stathis is down at the basement."

---

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the third element:

ονοματική φράση στην ονομαστική + ρήμα «είμαι» + **επιρρηματικός προσδιορισμός του τόπου**

onomatíki frási stin onomastikí + ríma "íme" + **epirimatikós prozdiorizmós tu tópu**  
"noun phrase in the nominative + verb "to be" + **adverbial denoting location**"

1. *Το βάζο είναι στο τραπέζι.*  
*To vázo íne **sto trapézi**.*  
*"The vase is **on the table**."*

---

### Replace "definition of location (prepositional or adverbial phrase)" for:

**Word Class**

**Gender**

<b>Target</b>	<b>romanization</b>	<b>English</b>	
στο πλάι	<i>sto plái</i>	at the side	phrase
κοντά στη θάλασσα	<i>kondá sti thálasa</i>	near the sea	phrase
εκεί στο βουνό	<i>ekí sto vunó</i>	there in the mountain	phrase
κάπου αλλού	<i>kápu alú</i>	somewhere else	phrase

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κάτω στο υπόγειο	<i>káto sto ipógyio</i>	down at the basement	phrase
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### Sample Sentences:

1. Η τσέπη είναι στο πλάι.  
*I tsépi íne sto plái.*  
"The pocket is at the side."
2. Η λίμνη είναι κοντά στη θάλασσα.  
*I límni íne kondá sti thálasa.*  
"The lake is near the sea."
3. Η πυρκαγιά είναι εκεί στο βουνό.  
*I pirkagιά íne ekí sto vunó.*  
"The wildfire is there in the mountain."
4. Τα γυαλιά είναι κάπου αλλού.  
*Ta yaliá íne kápu alú.*  
"The eyeglasses are somewhere else."
5. Ο Στάθης είναι κάτω στο υπόγειο.  
*O Státhis íne káto sto ipógyio.*  
"Stathis is down at the basement."

## GRAMMAR

### The Focus of This Lesson is Giving the Location of Something

Use the following pattern to give the location of something.

**ονοματική φράση στην ονομαστική + ρήμα «είμαι» + επιρρηματικός προσδιορισμός του τόπου**

**onomatikí frási stin onomastikí + ríma "íme" + epirimatikós prozdiorizmós tu tópu**  
**"noun phrase in the nominative + verb "to be" + adverbial denoting location"**

---

1. Το βάζο είναι στο τραπέζι.  
*To vázo íne sto trapézi.*  
"The vase is on the table."

Start by mentioning your subject with a noun phrase in the nominative that will usually consist of a pronoun or an article followed by a noun or a name. Then use the verb "to be" in the person and number that agrees with your subject. Finally, use an adverbial that denotes location. In Greek, adverbials can be:

-adverbs, like "up" or "down"

-or phrases such as adverbial phrases or prepositional phrases.

**Adverbial phrases** consist of an **adverb + other words**.

**Prepositional phrases** consist of a **preposition + an adverb or a noun phrase**, usually in the accusative case. While the genitive case may be necessary in some cases, the nominative case is quite rare after a preposition.

## 1. Prepositions: Introduction

---

The Greek prepositions are indeclinable words that always come before an adverb (usually an adverb of place or time) or a noun phrase, i.e. before a noun, an adjective, a pronoun or a numeral, forming like that a **prepositional phrase** (προθετική φράση, *prothetikí frási*). Greek prepositional phrases indicate things such as location, time, reason, manner, quantity etc.

There are 2 types of prepositions in Greek:

1. The **common** ones, such as **σε** (*se*, "in/on/at/to/..."), **με** (*me*, "with"), **από** (*apó*, "from/since/by/of/..."), **για** (*ya*, "for/in order/to/...") etc.
2. The **archaic** or scholarly ones, which are used mainly in very formal speech or in stereotypical expressions.

Sometimes, we might have a combination of two prepositions together, or an adverb + a prepositional phrase forming an adverbial phrase, and sometimes, a preposition might even be the compound of a compound word.

Whenever a noun phrase comes after a preposition, this needs to be in the accusative case

most of the times, however, there are some few prepositions that work with the genitive case (usually some archaic ones.) The nominative case is extremely rare after a preposition.

### Things to know about σε (se, "in/on/at/to/...")

- It is the most commonly used preposition in Greek.

- Σε (se) before a word that begins with a **vowel**, loses its final -ε (-e). The lost vowel gets replaced then by an apostrophe. This phonological phenomenon is called 'ecthipsis.'\* For example **σε (se) + έναν (énan - in the accusative) → σ' έναν (s' énan)**, meaning "to a." Ecthipsis here is not compulsory. It depends on the speed of the oral speech, the formality or the preference of an editor in written speech. A contracted version is more common in casual speech while in formal speech, and especially in written formal speech, the full writing is usually preferred.

When σε (se) is placed before a **definite article** in either the accusative or the genitive, it loses its final -ε (-e) again. This phonological phenomenon is called 'apocope'\*. But instead of getting an apostrophe, it becomes σ (s) and is written together with the article. For example: **σε (se) + τον (ton - in the accusative) → στον (ston)**, meaning "to the." This contraction is compulsory. It is not possible to have, for example, σε τον (se ton, "to the.")

\* For more information on the phonological phenomena of 'ecthipsis' and 'apocope,' check out the related notes in the grammar bank.

- Σε (se) is used with adverbs and noun phrases mainly in the accusative case but the genitive case of someone's name can be used as well to indicate that person's house or store. For example: **στού Νίκου (stu Níku, in genitive)** means "at Nikos' place."

- Unlike some other prepositions, this preposition can never be used as a compound in compound words.

- You might come across this preposition in its archaic form **εις (is)** in stereotypical and archaic phrases such as εις υγείαν (is iyían) meaning "cheers" (when making a toast.)

### Usage

The use of σε (se) can denote many things depending on the context, but the main uses indicate things such as:

#### An indirect object:

1. Δίνω το χαρτί **στον μαθητή**.  
*Díno to hartí **ston mathití**.*  
"I give the paper **to the student**."

### **Movement to a location:**

1. Πηγαίνει **στην Αθήνα**.  
*Piyéni **stin Athína**.*  
"(S)he's going **to Athens**."

The movement is not denoted by the preposition alone, but by the verb.

### **Being stationary at a location or position**

1. Είμαστε **στο σπίτι**.  
*Ímaste **sto spíti**.*  
"We are **at the house**."

Again, the existence at a location is not denoted by the preposition alone, but by the verb. Depending on the context, such phrases may denote an exact position such as "inside" or "on" something, usually with the use of a helpful adverb before the prepositional phrase, although that adverb is not always necessary like in the examples below:

1. Το φόρεμα είναι (μέσα) **στην ντουλάπα**.  
*To fórema íne (mésa) **stin dulápa**.*  
"The dress is **in (inside) the wardrobe**."
2. Τα πιάτα είναι (πάνω) **στο τραπέζι**.  
*Ta piáta íne (páno) **sto trapézi**.*  
"The dishes are (lit. "on top of") **on the table**."

In the two examples above, either we use the adverb in brackets or not, the meaning is exactly the same and it gives us a clear idea of the exact position. However, in some sentences, neither the preposition nor the verb can specify the exact position. For example, in the example we saw above "We are at the house.", we get the location but the context doesn't really specify the exact position, i.e. whether we are outside of the house waiting for something or inside the house. In that case, if we want to be clear to our listener, we do need to use an adverb before the prepositional phrase to help us make the distinction. For example:



1. Είμαστε μέσα **στο σπίτι**.  
*Ímaste mésa **sto spíti**.*  
"We are inside **the house**."

- **Time (precise or a lapse of time):**

1. Σχολάμε **σε δέκα λεπτά**.  
*Scholáme **se déka leptá**.*  
We are finishing school **in ten minutes**.
2. **Σε λίγες ώρες φεύγουμε**.  
***Se líyes óres févgume**.*  
"In a few hours we are leaving."
3. Ξαπλώνει **στη μία\*** και ξυπνάει **στις εννέα\*** (η ώρα).  
*Χαπλόνι **sti mía** ke χιρνάι **stis enéa** (i óra).*  
"(S)he goes to bed **at one** and wakes up **at nine** (o'clock)."

\* Notice how the singular *στη (sti, "at")* is used before *μία (mía, "one")* for 1 o'clock. All other hours require the plural *στις (stis, "at")*.

- **A group:**

1. Ο ένας **στους δέκα** μαθητές είναι **αριστούχος**.  
*O énas **stus déka** mathités íne aristúhos.*  
"One **out of ten** students is an honors student."
2. **Στα τρία** το ένα **δώρο**.  
***Sta tría** to éna dóro.*  
"Buy **3**, get one free." (not an exact translation)

- **Conversion or transformation:**

1. Αλλάζω τα ευρώ **σε δολάρια**.  
*Alázo ta evró **se dolária**.*  
"I'm exchanging euros **for dollars**." (lit. "I'm changing the euros **into dollars**.")

The preposition *σε (se)* has more uses in speech as well as in some standard expressions,

but our goal in this lesson was to familiarize you with its most basic uses through a few simple examples.

## 2. Common locative adverbs

---

Locative adverbs (τοπικά επιρρήματα, *topiká epirímata*) denote location and answer to the question **Πού; (Ρύ? "Where?")**.

Let's see some common locative adverbs:

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Locative Adverbs	
<b>Interrogative*</b>	<b>πού; / πούθε;</b> (ρύ? / rúthe?) "where?"
<b>Indefinite*</b>	<b>κάπου</b> (kápu) "somewhere," <b>πουθενά</b> (puthená) "nowhere," <b>αλλού</b> (alú) "elsewhere"
<b>Demonstrative*</b>	<b>εδώ</b> (edó) "here," <b>εκεί</b> (ekí) "there," <b>παντού</b> (pandú) "everywhere"
<b>Relative*</b>	<b>εκεί που</b> (ekí pu) "where," <b>όπου</b> (ópu) "wherever," <b>οπουδήποτε</b> (opudípote) "anywhere"

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**(ε)πάνω** ((e)πάνο) "up / upstairs," **κάτω** (κάτο) "down / downstairs," **καταγής** (katayís) "on the ground," **μέσα** (mésa) "in / inside," **έξω** (έχο) "out," **εντός** (endós) "within," **εκτός** (ektós) "out of"

**(ε)μπρός / μπροστά** ((e)mbrós / brostá) "front / forward / ahead" **πίσω** (píso) "back / behind / backward," **δεξιά** (dexiá) "right," **αριστερά** (aristerá) "left," **ψηλά** (psilá) "high," **χαμηλά** (hamilá) "low," **πλάι** (plái) "side," **δίπλα** (dípla) "next (to)," **κοντά** (kondá) "near," **μακριά** (makriá) "far"

## Various

**απέναντι** (apénandi) "across," **γύρω** (yíro) "around," **τριγύρω / ολόγυρα** (ológyira) "all around," **μεταξύ** (metaxí) "between," **αναμεταξύ** (anametaxí) "in between," **ανάμεσα** (anámesa) "between / among," **πέρα** (péra) "beyond / after / farther" **αντίπερα** (andípera) "on the other side"

**βόρεια** (vória) "north," **νότια** (nótia) "south," **ανατολικά** (anatoliká) "east," **δυτικά** (ditiká) "west," **βορειοανατολικά** (vorioanatoliká) "northeast," **νοτιοανατολικά** (notioanatoliká) "southeast" etc.

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\* Questions asked using interrogative adverbs can always be answered by using indefinite, demonstrative, and relative adverbs. Those four groups are called *συσχετικά επιρρήματα* (sichetiká epirímata) in Greek, because they correlate. Some adverbs from the "various" group may also be used on their own to answer these questions.

## 3. Locative adverbs used with the preposition σε (se, "in/on/at/to/...")

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Not all locative adverbs can form adverbial phrases followed by the preposition σε (se). Some require other prepositions to follow them. In the above table we have underlined the adverbs that can be placed before σε (se). Now let's see some examples:

1. Το παιδί πετάει τα παιχνίδια κάτω **στο πάτωμα**.  
*To pedí petáí ta pehníδια káto **sto pátoμα**.*  
"The child is throwing the toys **on the floor**."
2. Μέσα **στο πάνω συρτάρι** υπάρχει ένας άσπρος φάκελος.  
*Méσα **sto páno sirtári** ipárhoi énas áspros fákelos.*  
"**Inside the top drawer** there is a white envelope."
3. Οι τουρίστες στέκονται μπροστά **στο άγαλμα**.  
*I turístes stékonde brostá **sto ágalma**.*  
"The tourists are standing **in front of the statue**."
4. Ψηλά **στον ουρανό** ο αέρας είναι πιο καθαρός.  
*Psilá **ston uranó** o aéras íne pio katharós.*  
"**High up in the sky** the air is cleaner."
5. Η επιταγή είναι κάπου ανάμεσα **στα χαρτιά πάνω στο γραφείο**.  
*I epitayí íne kápu anáμεσα **sta hartíá páno sto grafío**.*  
"The check is **somewhere between the papers on the desk**."
6. Η θέση είναι δίπλα **στο παράθυρο**.  
*I thési íne dípla **sto paráthiro**.*  
"The seat is **next to the window**."

## Review

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So remember, to give the location of something, start with a noun phrase in the nominative as your subject followed by the verb "to be" in the correct form and then use an adverbial that denotes location.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #9

## Saying "There is/There are"

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 6 Grammar

# 9

## GREEK

1. Υπάρχει ένα ράφι πάνω από την τηλεόραση.
2. Υπάρχουν δύο κλειδιά κάτω από το χαλάκι.
3. Υπάρχουν δέντρα τριγύρω.
4. Υπάρχει ένα ύποπτο αυτοκίνητο έξω από το σπίτι.
5. Δεν υπάρχουν άνθρωποι στην παραλία.
6. Υπάρχει κανένα φαρμακείο εδώ κοντά;

## ROMANIZATION

1. Ipárhoi éna ráfi páno apó tin tileóراسi.
2. Ipárhun díο klidiá káto apó to haláki.
3. Ipárhun déndra triyíro.
4. Ipárhoi éna ípopto aftokínito éxo apó to spíti.
5. Den ipárhun ánthropi stin paralía.
6. Ipárhoi kanéna farmakío edó kondá?

## ENGLISH

1. There is a shelf over the TV.

CONT'D OVER

2. There are two keys under the doormat.
3. There are trees all around.
4. There is a suspicious car outside the house.
5. There are no people at the beach.
6. Is there any pharmacy nearby?

## VOCABULARY

<b>Greek</b>	<b>Romanization</b>	<b>English</b>	<b>Class</b>	<b>Gender</b>
σκουπίδια	skupíδια	trash	noun	neuter
γκρεμός	gremós	cliff	noun	masculine
ένα σουβλατζίδικο	éna souvlajídiko	a souvlaki restaurant	phrase	neutral
τσούχτρες	tsúhtres	jellyfish	noun	feminine
μια στάση	mia stási	a bus stop	phrase	feminine
δεξιά από τον δρόμο	dexiá από ton drómo	on the right hand side of the road	phrase	
γύρω από τη γωνία	yíro από ti gonía	around the corner	phrase	
μέσα στη θάλασσα	mésa sti thálasa	in the sea	phrase	
παντού	pandú	everywhere	adverb	
μπροστά από την εκκλησία	brostá από tin eklisía	in front of the church	phrase	

## SAMPLE SENTENCES

<p><b>Υπάρχουν σκουπίδια παντού.</b> <i>Ipárhun skupíδια pandú.</i></p> <p>"There is trash everywhere."</p>	<p><b>Υπάρχει γκρεμός δεξιά από τον δρόμο.</b> <i>Ipárhoi gremós dexiá από ton drómo.</i></p> <p>"There is a cliff on the right hand side of the road."</p>
<p><b>Υπάρχει ένα σουβλατζίδικο γύρω από τη γωνία.</b> <i>Ipárhoi éna suvlajídiko gýro από ti gonía.</i></p> <p>"There is a souvlaki restaurant around the corner."</p>	<p><b>Υπάρχουν τσούχτρες μέσα στη θάλασσα.</b> <i>Ipárhun tsúhtres mésa sti thálasa.</i></p> <p>"There are jellyfish in the sea."</p>
<p><b>Υπάρχει μια στάση μπροστά από την εκκλησία;</b> <i>Ipárhoi mia stási brostá από tin eklisía?</i></p> <p>"Is there a bus stop in front of the church?"</p>	<p><b>Ο καλύτερός μου φίλος κι εγώ πηγαίνουμε παντού μαζί.</b> <i>O kalíteρός mu filós ki egó piyénume pandú mazi.</i></p> <p>"My best friend and I go everywhere together."</p>

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the second element:

Υπάρχει/Υπάρχουν + **ονοματική φράση στην ονομαστική** + επιρρηματικός προσδιορισμός του τόπου

Ipárhoi/Ipárhun + **onomatikí frási stin onomastikí** + epirimatikós prozdiorizmós tu tópu

"There is/There are + **noun phrase in the nominative** + adverbial denoting location"

- Υπάρχει **ένα ράφι** πάνω από την τηλεόραση.  
*Ipárhoi éna ráfi páno από tin tileóراسι.*  
"There is **a shelf** over the TV."

Replace "**noun phrase in the nominative**" for:

**Word Class**

**Gender**



**Target****romanization****English**

γκρεμός	<i>gremós</i>	cliff	noun	masculine
ένα σουβλατζίδικο	<i>éna suvlajídiko</i>	a souvlaki restaurant	phrase	neuter
τσούχτρες	<i>tsúhtres</i>	jellyfish	noun	feminine
σκουπίδια	<i>skupíδια</i>	trash	noun	neuter
μια στάση	<i>mia stási</i>	a bus stop	phrase	feminine

Using the pattern you just learned, use the following information to substitute the third element:

- Υπάρχει/Υπάρχουν + ονομαστική φράση στην ονομαστική + **επιρρηματικός προσδιορισμός του τόπου**  
 Ipárhi/Ipárhun + onomatikí frási stin onomastikí + **epirimatikós prozdiorizmós tu tóru**  
 "There is/There are + noun phrase in the nominative + **adverbial denoting location**"
- Υπάρχει ένα ράφι **πάνω από την τηλεόραση.**  
*Ipárhi éna ráfi **páno apó tin tileóراسi.***  
 "There is a shelf **over the TV.**"

**Replace "adverbial denoting location" for:****Word Class****Gender**

<b>Target</b>	<b>romanization</b>	<b>English</b>		
δεξιά από τον δρόμο	<i>dexiá apó ton drómo</i>	on the right handside of the road	phrase	
γύρω από τη γωνία	<i>yíro apó ti gonía</i>	around the corner	phrase	

μέσα στη θάλασσα	<i>mésa sti</i> <i>thálasa</i>	in the sea	phrase
παντού	<i>pandú</i>	everywhere	adverb
μπροστά από την εκκλησία	<i>brostá apó tin</i> <i>ekklisía</i>	in front of the church	phrase

### Sample Sentences:

- Υπάρχει γκρεμός δεξιά από τον δρόμο.  
*Ipárhoi gremós dexiá apó ton drómo.*  
"There is a cliff on the right handside of the road."
- Υπάρχει ένα σουβλατζίδικο γύρω από τη γωνία.  
*Ipárhoi éna suvlajídiko gýro apó ti gonía.*  
"There is a a souvlaki restaurant around the corner."
- Υπάρχουν τσούχτρες μέσα στη θάλασσα.  
*Ipárhun tsúhtres mésa sti thálasa.*  
"There are jellyfish in the sea."
- Υπάρχουν σκουπίδια παντού.  
*Ipárhun skuríδια pandú.*  
"There is trash everywhere."
- Υπάρχει μια στάση μπροστά από την εκκλησία;  
*Ipárhoi mia stási brostá apó tin ekklisía?*  
"Is there a bus stop in front of the church?"

## GRAMMAR

**The Focus of This Lesson is Stating That Something Exists in a Location**

**Use the following pattern to state that something exists in a location.**

**Υπάρχει/Υπάρχουν + ονοματική φράση στην ονομαστική + επιρρηματικός προσδιορισμός του τόπου**

## **Ιπάρηι/Ιπάρηυη + οηομαηική φράση στηη οηομασηική + επιρημαηικός προζδιορηζμός τη τόπη** **"There is/There are + noun phrase in the nominative + adverbial denoting location"**

---

1. Υπάρηει ένα ράφι πάηω από τηη τηλεόραση.  
*Ιπάρηει ένα ράφι ράηο από τηη τηλεόραση.*  
"There is a shelf over the TV."

This pattern starts with the verb "to exist," υπάρηω (ipárho) in the third person singular or plural, depending on the subject. What follows is the subject which is a noun phrase in the nominative case. After that, what comes is an adverbial that denotes location. In Greek, adverbials can be as simple as a single adverb or they can be whole adverbial or prepositional phrases. This pattern can be used not only to state that something exists in a location, but to state the availability of something, either specific or abstract. For example "There is love between them." Υπάρηει αγάπη μεηαξύ τους. (Ipárhoi agápi metaxí tus.)

### **1. The preposition από (apó, "from/since/by/of/...")**

---

As we said in the previous lesson, Greek prepositions are indeclinable words that always come before an adverb or a noun phrase, and can indicate things such as location, time, quantity etc.

#### **Here's what you need to know about από (apó, "from/since/by/of/...")**

- It is one of the most commonly used prepositions in Greek.

- Από (apó) before a word that begins with a **vowel**, loses its final -ό (-ó). The lost vowel gets replaced then by an apostrophe. This phonological phenomenon is called 'ecthliipsis.'<sup>\*</sup> For example **από (apó) + όταν (ótan, "when")** → **απ' όταν (ap' ótan)**, meaning "(ever) since."

When από (apó) is placed before a **definite article** in either the accusative or the genitive, it loses its final -ό (-ó). The lost vowel gets replaced by an apostrophe again. This phonological phenomenon is called 'apocope'<sup>\*</sup>. For example: **από (apó) + τον (ton - in the accusative)** → **απ' τον (ap' ton)**, meaning "from the."

Both of these phonological phenomena are not compulsory in this case as they depend on the speed of the oral speech, the formality level, or the preference of an editor in written speech. The contracted versions are more common in casual speech while in formal

speech, and especially in written formal speech, the full writing is usually preferred.

\* For more information on the phonological phenomena of 'ecthlipsis' and 'apocope,' check out the related notes in the grammar bank.

- Από (από) is mostly used with adverbs and noun phrases in the accusative case, but in some rare cases, the genitive or the nominative case may follow.

### For example...

1. Έρχομαι **απ' της Μιράντας**.  
*Érhome **ap' tis Mirándas**.*  
"I'm coming **from Miranda's place**."

(genitive - before a name in the genitive to denote a person's house or store)

1. **Από ζητιάνος** έγινε επιχειρηματίας.  
***Apó zitiános** éyine epihirimatías.*  
"**From a beggar** he became a businessman."

(nominative - when expressing a change of state or characteristic)

- Finally, this preposition can be used as a compound in a large number of compound words.

### For example...

1. Verbs: **αποφεύγω** (*apoféngo*) "to avoid," **αποβιβάζομαι** (*apovivázome*) "to disembark," **απογειώνομαι** (*apoyiónome*) "to take off (in aviation)" etc.
2. Noun: **απογοήτευση** (*apogoítefsi*) "disappointment," **απόδειξη** (*apódixi*) "receipt / proof," **αποθήκη** (*apothíki*) "warehouse / storage room" etc.
3. Adjectives: **αποδοτικός** (*apodotikós*) "yielding / efficient," **αποθαρρυντικός** (*apotharindikós*) "discouraging," **αποκαλυπτικός** (*apokaliptikós*) "revealing" etc.

## Usage

The use of από (από) can denote many things depending on the context, but some of the main uses indicate things such as:

- **A grammatical agent**, i.e the doer of the action of the verb when the verb is in the passive voice:

Μια νέα πρόταση ετοιμάζεται **από την αρχιτεκτονική ομάδα.**

*Mia néa prótasi etimázete **apó tin arhitektonikí omáda.***

"A new proposal is being prepared **by the architectural team.**"

- **Location that could denote origin, a starting point, departure, distance, passage etc.**

These things are not denoted by the preposition alone, but by the verb and the context in general.

1. Είμαι **από την Ελλάδα.**  
*Íme **apó tin Eláda.***  
"I'm **from Greece.**" (origin)
2. Ταξιδεύουμε **από την Αθήνα** στη Θεσσαλονίκη.  
*Taxidévume **apó tin Athína** sti Thessaloníki.*  
"We are traveling **from Athens** to Thessaloniki." (starting point)
3. Φεύγω **από το σπίτι.**  
*Fénego **apó to spíti.***  
"I'm leaving **home.**" (departure)
4. Μένει δύο στενά **από εμένα.**  
*Méni dío stená **apó eména.***  
"(S)he lives two blocks away **from me.**" (distance)
5. Έρχονται **από την Ποσειδώνος.**  
*Érhonde **apó tin Posidónos.***  
"They are coming **from Poseidonos avenue.**"

Από (*apó*) is also used with many locative adverbs to denote **position, exact location or starting point.** We'll see more examples about this in section 3. below.

- **A starting point in time:**

1. Το μαγαζί υπάρχει **από το 1976.**  
*To magazí ipárhoi **apó to hília eniakósia evdomínda éxi.***  
"The store is there **since 1976.**"

2. Δουλεύω **από τις 9 ως** τις 5.  
*Duléno **apó tis enéa** os tis pénde.*  
"I work **from 9** to 5."

**- Cause:**

1. Πεθαίνω **από τη δίψα.**  
*Pethéno **apó ti dípsa.***  
"I'm dying **of thirst.**"

**- Reference:**

1. Δεν καταλαβαίνει τίποτα **από άλγεβρα.**  
*Den katalavéni típota **apó álgevra.***  
"He understands nothing **of algebra.**"

**- Material:**

1. Το φουλάρι είναι **από μετάξι.**  
*To fulári íne **apó metáxi.***  
"The scarf is **(made) of silk.**"
2. Έχεις καρδιά **από πέτρα.**  
*Éhis kardiá **apó pétra.***  
"You have a heart **of stone.**" (figuratively)

**- Comparison:**

1. Ο πρώτος ήταν καλύτερος **από τον τελευταίο.**  
*O prótos ítan kalíteros **apó ton teleftéo.***  
"The first one was better **than the last one.**"

**- A part of a group or of a bigger whole:**

1. Ένας **από εσάς** είναι προδότης.  
*Énas **apó esás** íne prodótis.*  
"One **of you** is a traitor."

## - Partitioning or equal amounts:

1. Κάθε Παρασκευή ο μπαμπάς μας μάς δίνει **από ένα πεντάευρο** (στον καθένα\*).  
*Káthe Paraskeví o babás mas más dínì **apó éna pendáevro** (ston kathéna\*).*  
"Every Friday, our dad gives **a five euro note to each** of us."
2. Δίνουν στα παιδιά **από ένα κομμάτι ψωμί** (στο καθένα\*).  
*Dínun sta pediá **apó éna komáti psomí** (sto kathéna\*).*  
"They are giving **a piece of bread to each** child."

\* The words in brackets mean "(to) each" and they are usually omitted in speech as they are not necessary to denote the partitioning or the equal amount which is understood by the use of the preposition.

The preposition από (apó) has more uses in speech as well as in some standard expressions, but our goal in this lesson was to familiarize you with its most basic uses through a few simple examples.

## 2. Locative adverbs used with the preposition από (apó, "from/since/by/of/...")

Let's remember the locative adverbs that we saw in the previous lesson:

Locative Adverbs	
<b>Interrogative*</b>	<b>πού; / πούθε;</b> (pú? / púthe?) "where?"
<b>Indefinite*</b>	<b>κάπου</b> (kápu) "somewhere," <b>πουθενά</b> (puthená) "nowhere," <b>αλλού</b> (alú) "elsewhere"
<b>Demonstrative*</b>	<b>εδώ</b> (edó) "here," <b>εκεί</b> (ekí) "there," <b>παντού</b> (pandú) "everywhere"
<b>Relative*</b>	<b>εκεί που</b> (ekí pu) "where," <b>όπου</b> (ópu) "wherever," <b>οπουδήποτε</b> (opudípote) "anywhere"

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(ε)πάνω ((e)πάνο) "up / upstairs," κάτω (káto) "down / downstairs," **καταγής** (katayís) "on the ground," μέσα (mésa) "in / inside," έξω (éxo) "out," εντός (endós) "within," εκτός (ektós) "out of"

(ε)μπρός / μπροστά ((e)mbrós / brostá) "front / forward / ahead" πίσω (píso) "back / behind / backward," δεξιά (dexiá) "right," αριστερά (aristerá) "left," ψηλά (psilá) "high," χαμηλά (hamilá) "low," πλάι (plái) "side," δίπλα (dípla) "next (to)," κοντά (kondá) "near," μακριά (makriá) "far"

## Various

απέναντι (apénandi) "across," γύρω (yíro) "around," τριγύρω / ολόγυρα (ológyira) "all around," **μεταξύ** (metaxí) "between," αναμεταξύ (anametaxí) "in between," ανάμεσα (anámesa) "between / among," πέρα (péra) "beyond / after / farther" αντίπερα (andípera) "on the other side"

βόρεια (vória) "north," νότια (nótia) "south," ανατολικά (anatoliká) "east," δυτικά (ditiká) "west," βορειοανατολικά (vorioanatoliká) "northeast," νοτιοανατολικά (notioanatoliká) "southeast" etc.

---

Not all locative adverbs can form **adverbial phrases** followed by the preposition από (apó). Some require other prepositions to follow them. In the above table we have underlined the adverbs that can be placed **before από** (apó).

However, all locative adverbs, even the ones that are not underlined above, with **καταγής** (katayís) "on the ground" and **μεταξύ** (metaxí) "between" as the only exceptions, can go after από (apó) and form **prepositional phrases** that usually denote a starting point i.e. "where from." In the following two examples, notice the difference in the meaning when the



order of the preposition and the adverb changes:

1. Υπάρχει μία βιβλιοθήκη δεξιά **από την τηλεόραση.**  
*Ípárhoi mia vivliothíki dexiá **apó tin tileóراسi.***  
"There is a bookcase on the right **of the TV.**"

(locative adverb + prepositional phrase → adverbial denoting position)

1. Έρχεται **από** δεξιά.  
*Érhete **apó** dexiá.*  
"(S)he is coming **from** the right."

(prepositional phrase → adverbial denoting starting point, direction)

The word order of the first sentence (locative adverb + από (*apó*) prepositional phrase) can be applied to the sentence pattern we are studying in this lesson, because it helps specify existence in a specific location or position.

Now let's see some more examples with that particular word order:

1. Κρύβει τα λεφτά κάτω **από το στρώμα.**  
*Krívni ta leftá káto **apó to stróma.***  
"(S)he hides the money under **the mattress.**"
2. Απέναντι **από εμάς** υπάρχει ένα ξενοδοχείο.  
*Apénandi **apó emás** ipárhoi éna xenodohío.*  
"Right across **from us** there is a hotel."
3. Η πρίζα είναι πίσω **από τον καναπέ.**  
*I prízα íne píso **apó ton kanapé.***  
"The wall socket is behind **the couch.**"
4. Είμαστε έξω **από το σινεμά.**  
*Ímaste éxo **apó to sinemá.***  
"We are outside **the cinema.**"

### 3. Declension of parasyllabic neuter -ι (-i) ending nouns

---

The nouns that belong in this category are oxytone (accented in the last syllable) and paroxytone (accented in the second-to-last syllable) with the only proparoxytone noun (accented in the last syllable) being φίλντισι (*fíldisi*, "ivory"). They are also **parisyllabic** which means that they have the same numbers of syllables for all of their inflected forms. Let's see their declension by using some of the nouns we saw in this lesson:

### Ισοσύλλαβα ουδέτερα ουσιαστικά σε -ι

(*Isosílava udétera usiastiká se -i*)

Parisyllabic neuter -ι (-i) ending nouns

Singular			
Case	κλειδί <i>klidí</i> , "key" (oxytone)	ράφι <i>ráfí</i> , "shelf" (paroxytone)	φίλντισι <i>fíldisi</i> , "ivory" (proparoxytone)
Nominative	το κλειδ-ί (to <i>klidí</i> )	το ράφ-ι (to <i>ráfí</i> )	το φίλντισ-ι (to <i>fíldisi</i> )
Genitive	του κλειδ-ιού* (tu <i>klidiú</i> )	του ράφ-ιού* (tu <i>rafiú</i> )	του φίλντισ-ιού* (tu <i>fíldisiú</i> )
Accusative	το κλειδ-ί (to <i>klidí</i> )	το ράφ-ι (to <i>ráfí</i> )	το φίλντισ-ι (to <i>fíldisi</i> )
Vocative	κλειδ-ί ( <i>klidí</i> )	ράφ-ι ( <i>ráfí</i> )	φίλντισ-ι ( <i>fíldisi</i> )
Plural			
Nominative	τα κλειδ-ιά (ta <i>klidiá</i> )	τα ράφ-ια (ta <i>ráfia</i> )	-
Genitive	των κλειδ-ιών* (ton <i>klidión</i> )	των ραφ-ιών* (ton <i>rafión</i> )	-
Accusative	τα κλειδ-ιά (ta <i>klidiá</i> )	τα ράφ-ια (ta <i>ráfia</i> )	-
Vocative	κλειδ-ιά ( <i>klidiá</i> )	ράφ-ια ( <i>ráfia</i> )	-

\* All nouns of this category are accented in the last syllable in the genitive case (singular and plural).

1. Nouns similar to **κλειδί (klidí, "key")**: **αρνί (arní, "lamb")**, **νησί (nisí, "island")**, **πουλί (pulí, "bird")**, **παιδί (pedí, "child, kid")**, **σκοινί/σχοινί (skinií/schiní, "rope")**, **σφυρί (sfirí, "hammer")**, **χαρτί (hartí, "paper / document")**, **ψωμί (psomí, "bread")** etc.
2. Nouns similar to **ράφι (ráfi, "shelf")**: **αγόρι (agóri, "boy")**, **αηδόνη (aidóni, "nightingale")**, **θυμάρι (thimári, "thyme")**, **καλοκαίρι (kalokéri, "summer")**, **κορίτσι (korítsi, "girl / girlfriend")**, **λουλούδι (lulúdi, "flower")**, **παπούτσι (papútsi, "shoe")**, **σπίτι (spíti, "house / home")**, **τραγούδι (tragúdi, "song")**, **χέρι (héri, "hand / arm")**, **χιόνι (hióni, "snow")**, **ψαλτήρι (psaltíri, "hymnbook")**, etc., as well as:

- the derivative nouns ending in **-άδι (-ádi)**, **-ίδι (-ídi)**, **-άρι (-ári)**
- the diminutive nouns ending in **-άκι (-áki)**, **-ούλι (-úli)**; although, these are a special case since they don't form the genitive case at all.

### For example:

1. **το χαλί (to halí, "carpet / rug" positive degree)** → **το χαλάκι (to haláki, "mat / doormat," diminutive degree)** doesn't become **του χαλακιού / των χαλακιών (tu halakiú / ton halakión)** in the genitive case. Instead, it uses the genitive case of the positive noun: **του χαλιού / των χαλιών (tu haliú / ton halión)**.

### More special cases

The nouns of this category that end in **-άι** and **-όι**, need an additional **γ (g)** before the ending in the singular genitive and in all the cases of the plural number.

### For example:

1. **το τσάι (to tsái, "the tea")** → **του τσαγιού (tu tsayú)**
2. **το ρολόι (to rolói, "the clock, the watch")** → **τα ρολόγια (ta rolóya)**

There are a few more special cases in this group, but these are beyond the scope of this lesson. You can check out the complete notes about this group of nouns in the grammar bank.

### Review

## Review

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So remember, to state that something exists in a location begin with the verb "to exist," *υπάρχω* (*ipárho*) in the third person singular or plural, continue with a noun phrase in the nominative case and finish with an adverbial that denotes location.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #10

## Asking for Information About Something

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# 10

## GREEK

1. Τι σημαίνει αυτό;
2. Τι θέλεις για τα γενέθλιά σου;
3. Τι ξέρεις για αυτό;
4. Τι μυρίζει έτσι;
5. Τι δεν καταλαβαίνεις από το κείμενο;
6. Τι λέει αυτός;

## ROMANIZATION

1. Τι siméni aftó?
2. Ti thélis ya ta genéthliá su?
3. Ti xéris ya aftó?
4. Ti mirízi étsi?
5. Ti den katalavénis apó to kíméno?
6. Ti léi aftós?

## ENGLISH

1. What does that mean?

CONT'D OVER

2. What do you want for your birthday?
3. What do you know about this?
4. What is that smell?
5. What is it that you don't understand from the text?
6. What is he saying?

## VOCABULARY

Greek	Romanization	English	Class
νομίζω	nomizo	I think	verb
μαγειρεύω	mayirévo	cook	verb
πίνω	píno	drink	verb
αποφασίζω	apofasízo	decide	verb
δείχνω	díhno	to show	verb

## SAMPLE SENTENCES

<p><b>Τι νομίζεις γι' αυτό;</b> <i>Ti nomízis yi' aftó?</i></p> <p>"What do you think about this?"</p>	<p><b>Νομίζω ότι κάπου το έχω.</b> <i>Nomizo oti kapou to echo.</i></p> <p>"I think I have it somewhere."</p>
<p><b>Τι μαγειρεύεις εκεί;</b> <i>Ti mayirévis ekí?</i></p> <p>"What are you cooking there?"</p>	<p><b>Τι πίνουν αυτοί οι άντρες;</b> <i>Ti pínun aftí i ándres?</i></p> <p>"What are these men drinking?"</p>

<p><b>Πίνει τον καφέ του σκέτο.</b> <i>Píni ton kafé tu skéto.</i></p> <p>"He drinks his coffee black."</p>	<p><b>Τι θα αποφασίσεις;</b> <i>Ti tha apofásisis?</i></p> <p>"What will you decide?"</p>
<p><b>Τι δείχνει η έρευνα;</b> <i>Ti díhni i érevna?</i></p> <p>"What does the research show?"</p>	<p><b>Μπορείς να μου δείξεις την πιο αστεία σου φάτσα;</b> <i>Borís na mu díxis tin pio astía su fátsa?</i></p> <p>"Can you show me your funniest face?"</p>
<p><b>Θα μου δείξετε το σπίτι σας;</b> <i>Tha moy δείxete to spíti sas;</i></p> <p>"Will you show me your house?"</p>	

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the second element:

Τι + **ρήμα** + συμπλήρωμα  
*Ti + **ríma** + simblíroma*  
 "What + **verb** + complement"

1. *Τι σημαίνει αυτό;*  
*Ti **siméni** aftó?*  
 "What **does** that **mean**?"

Replace "verb" for:	Word Class	Gender
<b>Target</b>	<b>romanization</b>	<b>English</b>
νομίζω	<i>nomízo</i>	think, reckon
μαγειρεύω	<i>mayirévo</i>	cook



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πίνω	<i>píno</i>	drink	verb
αποφασίζω	<i>apofasízo</i>	decide	verb
δείχνω	<i>díhno</i>	show	verb

---

### Sample Sentences:

1. Τι νομίζεις γι' αυτό;  
*Ti nomízis yi' aftó?*  
"What do you think about this?"
2. Τι μαγειρεύεις εκεί;  
*Ti mayirévis ekí?*  
"What are you cooking there?"
3. Τι πίνουν αυτοί οι άντρες;  
*Ti pínun aftí i ándres?*  
"What are these men drinking?"
4. Τι θα αποφασίσεις;  
*Ti tha apofasísis?*  
"What will you decide?"
5. Τι δείχνει η έρευνα;  
*Ti díhni i érevna?*  
"What does the research show?"

## GRAMMAR

**The Focus of This Lesson is Asking for Information About Something**

**Use the following pattern to ask for information about something.**

**Τι + ρήμα + συμπλήρωμα**

***Ti + ríma + simblíroma***

**"What + verb + complement"**

---

1. Τι σημαίνει αυτό;  
*Ti siméni aftó?*  
"What does that mean?"

To ask information about something, start with the interrogative pronoun τι (ti) meaning "what." Next you can use a verb in the form that demonstrates to whom or what you are referring to, i.e. your subject. In the end, you can add more details about the information you want. For example it can be another verb, a noun phrase, an adverbial or prepositional phrase, a subordinate clause etc.

## 1. Interrogative pronoun τι (ti, "what")

---

We use the interrogative pronouns to ask direct or indirect questions. **Τι** (ti,) meaning "what," is one of the interrogative pronouns. It is indeclinable so its form never changes in speech.

In the pattern we are examining in this lesson we have a verb after τι (ti). Usually, when τι (ti) refers to a verb, the meaning "what" is more like "what thing..." or "what is it that..."

### For example:

1. **Τι κάνεις εκεί;**  
*Ti kánis ekí?*  
"What are you doing there?" in the sense of "What is it that you are doing there?"

Τι (ti) might also refer to a noun. When this happens, its meaning "what" is more like "what kind of..."

### For example:

1. **Τι δώρο θέλεις;**  
*Ti dóro thélis?*  
"What present do you want?" in the sense of "What kind of present do you want?"

However, with nouns that denote some sort of **scale or measurement\***, the meaning of τι (ti) is just "what." For example:

1. **Τι ώρα είναι;**  
**Τι ώρα ίνε?**  
"What time is it?"
2. **Τι μέρα είναι;**  
**Τι μέρα ίνε?**  
"What day is it?"

\* Examples of such nouns are: βάρος (νάρος) "weight," ηλικία (ilikía) "age," θερμοκρασία (thermokrasía) "temperature," βάθος (νάθος) "depth," πλάτος / φάρδος (plátos / fárdos) "width, amplitude," μήκος (míkos) "length," ύψος (ίψος) "height," υψόμετρο (ipsómetro) "altitude," etc.

Τι (ti) can even be used alone in speech to ask "What?" when we are surprised about something or when we didn't hear well something someone said.

There are a few other uses of this pronoun that we are not going to examine in this lesson, but one very common one is τι (ti) being used as an interjection expressing admiration or disapproval. For example:

1. Τι περιπέτεια ήταν αυτή!  
*Ti peripétia ítan aftí!*  
"What an adventure that was!"
2. Τι τρομερό!  
*Ti tromeró!*  
How terrible!

## 2. The preposition για (γα, "for/in order/to/about/...")

---

By now you know that Greek prepositions are placed before an adverb or a noun phrase forming prepositional phrases that can indicate things such as location, time etc.

### Here's what you need to know about για (γα, "for/in order/to/about/...")

- It is one of the most commonly used prepositions in Greek.
- Για (γα) before a word that begins with **α-** (**-α**), might lose its final **-α** (**-α**). The lost vowel gets replaced then by an apostrophe. This phonological phenomenon is called 'ecthlypsis.'<sup>\*</sup> For example **για (γα) + άλλον (άλον - in the accusative) → γι' άλλον (γι' άλον)**, meaning

"for someone else."

Ecthlipsis here is not compulsory. It depends on the speed of the oral speech, the formality or the preference of an editor in written speech. A contracted version is more common in casual speech while in formal speech, and especially in written formal speech, the full writing is usually preferred.

*\* For more information on the phonological phenomenon of 'ecthlipsis,' check out the related note in the grammar bank.*

- Για (γα) is used with adverbs and with noun phrases mainly in the accusative case. The nominative case may also follow, but that's rare as it happens only with prepositional phrases that function as a subject predicate (indicating usually a fake attribute of the subject.) For example:

Αυτός δεν **φαίνεται για επαγγελματία.**

*Aftós den fénete **ya epangelmatías.***

"He doesn't look **like a professional.**" (nominative just like the subject Αυτός - Aftós, "He" also in the nominative)

- Unlike some other prepositions, this preposition can never be used as a compound in compound words.

## Usage

The use of για (γα) can denote many things depending on the context, but the main uses indicate things such as:

**- The predicate of a subject (example on point 3. above) or the predicate of an object (example below):**

1. Έχω έναν σκύλο **για συντροφιά.**

*Ého énan skílo **ya sindrofiá.***

"I have a dog for company." (accusative just like the object έναν σκύλο - énan skílo, "a dog")

**- Benefit:**

1. Αυτό είναι **για εσένα.**

*Aftó íne **ya eséna.***

"This is **for you.**"

**- Purpose:**

1. Πάω **για κολύμπι**.  
*Páo **ya kolímbi**.*  
"I'm going **for a swim**."

**- Reason:**

1. Χαίρομαι **για τη γνωριμία**.  
*Hérome **ya ti ghorimía**.*  
"Nice **to meet you**." (lit. "I'm glad **to meet you**.")

**- Reference:**

1. Μιλάμε **για πολιτική**.  
*Miláme **ya politikí**.*  
"We are talking **about politics**."

**- Destination:**

1. Αναχωρούμε **για Ιταλία**.  
*Anahorúme **ya Italía**.*  
"We are departing **for Italy**."

**- Time (duration):**

1. Είμαστε εδώ μόνο **για λίγες μέρες**.  
*Ímaste edó móno **ya líges méres**.*  
"We are here only **for a few days**."

**- Time (definition):**

1. Η δασκάλα δεν αφήνει ασκήσεις **για το Σαββατοκύριακο**.  
*I daskála den afíni askísis **ya to Savatokíriako**.*  
"The teacher doesn't leave homework **for the weekend**."

**- Value:**

1. Πουλάω το αυτοκίνητο **για 8.000 ευρώ.**  
*Puláō to aftokínito **ya ohtó hiliádes evró.***  
"I'm selling the car **for 8,000 euro.**"

#### - Equality:

1. Είναι έγκυος και τρώει **για δύο.**  
*Íne éngios ke trói **ya díō.***  
She is pregnant and she eats **for two.**

#### - Replacement:

1. Την περνάνε συνέχεια **για μια γνωστή ηθοποιό.**  
*Tin pernáne sinéhia **ya mia gností ithopió.***  
"People mistake her all the time **for some famous actress.**"

The preposition για (*ya*) has more uses in speech as well as in some standard expressions, but our goal in this lesson was to familiarize you with its most basic uses through a few simple examples.

### 3. Word order in Greek

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Although Greek sentences follow mainly an SVO structure (Subject, Verb, Object) just like in English, word order in Greek sentences is much more flexible and that is mainly due to the existence of the Greek grammatical case system, i.e. due to declension.

The whole idea of declension, cases, and different forms of the same word may seem strange to an English speaker because English lost its case system almost completely. However, we can still see some declension happening to words, such as the personal pronouns. For example:

["I," "he," "she," "we," and "they"] can change to ["me," "him," "her," "us," and "them."]

In the phrase "she loves him," "she" denotes the subject, while "him" denotes the object. Similarly, the Greek case system exists in order to indicate certain **grammatical relationships** among the words of a sentence like the subject, object, and more. So that's why the existence of the grammatical case system is one of the things that makes Greek a language with quite flexible word order.

For example, in English, the sentences "the cat eats the mouse" and "the mouse eats the

cat" mean different things.

By swapping the nouns "cat" and "mouse," the meaning changes completely. However, in Greek, the meaning doesn't change because the form itself of a word shows us whether it's the subject or the object:

1. Η γάτα τρώει τον ποντικό. (SVO structure) = Τον ποντικό τρώει η γάτα. (OVS structure)  
*I gáta trói ton pondikó. = Ton pondikó trói i gáta.*  
"The cat eats the mouse." ≠ "The mouse eats the cat."

So saying "Η γάτα τρώει τον ποντικό. (*I gáta trói ton pondikó.*)" is exactly the same thing as "Τον ποντικό τρώει η γάτα." Η γάτα (*I gáta*, "the cat") is in the nominative case, a case that indicates subject. Τον ποντικό (*Ton pondikó*, "the mouse") is in the accusative case, a case that indicates object. The word order depends on what the speaker wants to emphasize, as the first word gets more attention. So, the second sentence is actually more like saying "It is the mouse that the cat eats."

Coming back to the sentence patterns we are examining in this series, you should know that although we present each pattern with a very specific element order, most of the times the elements may be swapped in order to put emphasis on a specific element. For example, in this lesson we used the following sentence:

1. Τι σημαίνει αυτό;  
*Ti siméni aftó?*  
"What does that mean?"

In this sentence we can swap all the elements:

1. Αυτό τι σημαίνει;  
*Aftó ti siméni?*  
"As for that, what does it mean?"
2. Αυτό σημαίνει τι; / Σημαίνει τι αυτό; / Σημαίνει αυτό τι;  
*Aftó siméni ti? / Siménin ti aftó? / Siméni aftó ti?*  
"That means what?" (usually when the speaker is explaining something and asks a question in order to answer it himself)

Finally, keep in mind that in oral speech, in regular SVO-structured sentences, the emphasis can be put on a specific element with the voice tone alone, without moving any

words around.

## Review

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So remember, to ask for information about something, start with the interrogative pronoun  $\tau\iota$  (*ti*) meaning "what," continue with a conjugated verb, and finish with a complement for more details.



## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #11 Using the Present Continuous

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# 11

## GREEK

1. Η κόρη βοηθάει τους γονείς της με τις δουλειές.
2. Η υπάλληλος εξυπηρετεί τους πελάτες με ευγένεια.
3. Το ζευγάρι μαγειρεύει στην κουζίνα.
4. Ο άντρας κοιμάται.
5. Δεν διαβάζει με δυνατή φωνή.
6. Βάζεις ζάχαρη στον καφέ;

## ROMANIZATION

1. I kóri voitháí tus gonís tis me tis duliés.
2. I ipávilos exipiretí tus pelátes me evyénia.
3. To zevgári mayirévi stin kuzína.
4. O ándras kimáte.
5. Den diavázi me dinatí foní.
6. Vázis záhari ston kafé?

## ENGLISH

1. The daughter is helping her parents with the household.

CONT'D OVER

2. The employee serves customers with courtesy.
3. The couple is cooking in the kitchen.
4. The man is sleeping.
5. (S)he doesn't read with a loud voice.
6. Do you add sugar to the coffee?

## VOCABULARY

Greek	Romanization	English	Class
μιλάω	miláo	speak	verb
φτιάχνω	ftiáhnō	make	verb
γυμνάζομαι	yimnázōme	exercise	verb
δουλεύω	dulévo	work	verb
καθαρίζω	katharízo	clean	verb

## SAMPLE SENTENCES

<p><b>Μιλάω στο τηλέφωνο.</b> <i>Miláo sto tiléfono.</i></p> <p>"I'm talking on the phone. / I'm on the phone."</p>	<p><b>Ο υδραυλικός φτιάχνει τη διαρροή.</b> <i>O idravlikós ftiáhnē ti diarroi.</i></p> <p>"The plumber is fixing the leak."</p>
<p><b>Φτιάχνω ένα κέικ για τα γενέθλιά του.</b> <i>Ftiáhnō éna kéik ya ta yenéthliá tu.</i></p> <p>"I'm making a cake for his birthday."</p>	<p><b>Η γυναίκα γυμνάζεται μόνη της.</b> <i>I yinéka yimnázete móni tis.</i></p> <p>"The woman is exercising alone."</p>

Ο μπαμπάς της Άρτεμης δουλεύει στη βιβλιοθήκη.

*O babás tis Ártemis dulévi sti vivliothíki.*

"Artemis' father works at the library."

Όλοι όσοι δουλεύουν εκεί είναι πολύ ευχαριστημένοι.

*Óli ósi dulévun ekí íne polí epharistiméni.*

"Everyone who works there is very happy."

Οι μαθητές καθαρίζουν τα θρανία τους κάθε πρωί.

*I mathités katharízun ta thranía tus káthe profí.*

"The students clean their desks every morning."

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the second element:

ονοματική φράση στην ονομαστική + **ρήμα** (+ συμπλήρωμα)

*onomatikí frási stin onomastikí + ríma (+ simblíroma)*

"noun phrase in the nominative + **verb** (+ complement)"

1. Η κόρη **βοηθάει** τους γονείς της με τις δουλειές.  
*I kóri **voithái** tus gonís tis me tis duliés.*  
"The daughter **is helping** her parents with the household."

Replace "" for:	Word Class	Gender
<b>Target</b>	<b>romanization</b>	<b>English</b>
μιλάω	<i>miláo</i>	to talk, to speak verb
φτιάχνω	<i>ftiáhno</i>	to make, to fix verb
γυμνάζομαι	<i>yimnázome</i>	to exercise verb

δουλεύω	<i>dulévo</i>	to work	verb
καθαρίζω	<i>katharízo</i>	to clean	verb

### Sample Sentences:

1. Μιλάω στο τηλέφωνο.  
*Miláo sto tiléfono.*  
"I'm talking on the phone. / I'm on the phone."
2. Ο υδραυλικός φτιάχνει τη διαρροή.  
*O idravlikós ftiáchni ti diaroí.*  
"The plumber is fixing the leak."
3. Η γυναίκα γυμνάζεται μόνη της.  
*I yinéka yimnázete móni tis.*  
"The woman is exercising alone."
4. Ο μπαμπάς της Άρτεμης δουλεύει στη βιβλιοθήκη.  
*O babás tis Ártemis dulévi sti vivliothíki.*  
"Artemis' father works at the library."
5. Οι μαθητές καθαρίζουν τα θρανία τους κάθε πρωί.  
*I mathités katharízun ta thranía tus káthe proí.*  
"The students clean their desks every morning."

## GRAMMAR

**The Focus of This Lesson is Letting Others Know What Someone is Doing**

**Use the following pattern to let others know what someone is doing.**

**ονοματική φράση στην ονομαστική + ρήμα (+ συμπλήρωμα)**

***onomatikí frási stin onomastikí + ríma (+ simblíroma)***

**"noun phrase in the nominative + verb (+ complement)"**

1. Η κόρη βοηθάει τους γονείς της με τις δουλειές.  
*I kóri voitháí tus gonís tis me tis duliés.*  
"The daughter is helping her parents with the household."

Start your pattern with a noun phrase in the nominative case as your subject. Your subject can be as simple as a pronoun, a noun or name with its article, or it can be omitted altogether if it's understood by the context. Continue with the verb conjugated in the form that agrees in person and number with your subject and shows what your subject is doing. If more details about the action are required, you can add a complement. That complement can be a noun phrase as the object of the sentence, or an adverbial, a prepositional phrase etc.

## 1. 2<sup>nd</sup> conjugation verbs - Present tense (active voice)

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In lesson 5 of this series, we focused on some basic information about verbs and on the first of the two conjugation groups. Now we'll see the second conjugation group. Keeping in mind the dictionary form of verbs (first person singular of the present tense of the indicative mood\*):

**The second group includes verbs that:**

1. end in an **accented -ώ in the active voice**
2. end in an **accented -ιέμαι, -ούμαι, -άμαι or -ώμαι in the passive voice**

\* *Moods are the forms that a verb takes in order for us to show how we want to present the meaning of the verb. The indicative presents the meaning of the verb as a certain and real statement as opposed to presenting it as a wish or desire (subjunctive mood), or as a command (imperative mood.)*

In the 2nd conjugation group, there are two subgroups, or better said, **two classes**:

1. **The first class** (πρώτη τάξη, *próti táxi*) has verbs that end in both **-άω/-ώ (-άο/-ό)** in the first person on the active voice and their endings follow the pattern **-ώ/-άω (-άο/-ό, 1st person), -άς (-άς, 2nd person), -ά/άει (-ά/-άει, 3rd person)** etc. while the first person in the passive voice ends in **-ιέμαι**. An example from this lesson is the verb **βοηθάω/βοηθώ** (*voitháo/voithó*) "to help."

2. **The second class** (δεύτερη τάξη, *défteri táxi*) has the active voice endings **-ώ** (-ó, 1st person), **-είς** (-ís, 2nd person), **-εί** (-í, 3rd person) etc. and the first person in the passive voice ends in **-ούμαι** (-úme). An example from this lesson is the verb **εξυπηρετώ** (*exipiretó*) "to serve, to be of service."

Some **-ούμαι** (-úme) ending verbs may also have the alternative ending **-άμαι\*** (-áme.) These verbs have forms only for the passive voice and their conjugation has a few differences from the standard **-ούμαι** (-úme) verbs. We'll study these in a different lesson, though. An example from this lesson is the verb **κοιμάμαι/κοιμούμαι** (*kimáme/kimúme*) "to sleep."

The very rare **-ώμαι** (-óme) ending verbs (ex. *εγγυώμαι, engióme*, "to guarantee") belong to this class as well, but they follow an archaic type of conjugation which we won't study in this series.

Now, let's see the basic verb endings of the 2nd conjugation group for the active voice with verb examples from this lesson. One verb for each class.

## 2nd conjugation verb - 1st class

### βοηθάω/βοηθώ (*voitháo/voithó*, "to help")

#### Active voice - Indicative

##### Present tense

##### Future Continuous

#### Singular

##### βοηθ-ώ/-άω\*

(*voithó/-áo*, "I help")

##### θα βοηθ-ώ/-άω\*

(*tha voithó/-áo*, "I will help")

##### βοηθ-άς

(*voithás*, "you help")

##### θα βοηθ-άς

(*tha voithás*, "you will help")

##### βοηθ-ά/-άει\*

(*voithá/-ái*, "he/she/it helps")

##### θα βοηθ-ά/-άει\*

(*tha voithá/-ái*, "he/she/it will help")

#### Plural

##### βοηθ-ούμε/-άμε\*

(*voithúme/-áme*, "we help")

##### θα βοηθ-ούμε/-άμε\*

(*tha voithúme/-áme*, "we will help")

**βοηθ-άτε**  
(*voitháte*, "you help")

**θα βοηθ-άτε**  
(*tha voitháte*, "you will help")

**βοηθ-ούν(ε)/-άν(ε)\*\***  
(*voithún(e)/-án(e)*, "they help")

**θα βοηθ-ούν(ε)/-άν(ε)\*\***  
(*tha voithún(e)/-án(e)*, "they will help")

\* All secondary forms are more casual and colloquial forms.

\*\* The third person forms using the final vowel are more casual. For a more standard or formal speech, omit the final vowel.

## 2nd conjugation verb - 2nd class

**εξυπηρετώ (*exipiretó*, "to serve, to be of service")**

### Active voice - Indicative

#### Present tense

#### Future Continuous

#### Singular

**εξυπηρετ-ώ**  
(*exipiretó*, "I serve")

**θα εξυπηρετ-ώ**  
(*tha exipiretó*, "I serve")

**εξυπηρετ-είς**  
(*exipiretís*, "you serve")

**θα εξυπηρετ-είς**  
(*tha exipiretís*, "you serve")

**εξυπηρετ-εΐ**  
(*exipiretí*, "he/she/it serves")

**θα εξυπηρετ-εΐ**  
(*tha exipiretí*, "he/she/it serves")

#### Plural

**εξυπηρετ-ούμε**  
(*exipiretúme*, "we serve")

**θα εξυπηρετ-ούμε**  
(*tha exipiretúme*, "we serve")

**εξυπηρετ-είτε**  
(*exipiretíte*, "you serve")

**θα εξυπηρετ-είτε**  
(*tha exipiretíte*, "you serve")

**εξυπηρετ-ούν(ε)\*\***  
(*exipiretún(e)*, "they serve")

**θα εξυπηρετ-ούν(ε)\*\***  
(*tha exipiretún(e)*, "they serve")



\* All secondary forms are more casual and colloquial forms.

\*\* The forms using the final vowel are more casual. For a more standard or formal speech, omit the final vowel.

### Note:

Many verbs of the second conjugation, usually **-άω/-ώ** (-άο/-ό) verbs, can be conjugated in the active voice according to the first **and** the second class.

### For example...

1. 1st person: **φοράω/-ώ** (foráo/-ó, "I wear")
2. 2nd person: **φοράς/-είς** (forás/-ís, "you wear")
3. 3rd person: **φορά/-άει/-εί**... (forá/-áei/-í, "he/she/it wears") ...etc.

## 2. The preposition με (me, "with")

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- It is one of the most commonly used prepositions in Greek.

- Με (*me*) before a word that begins with the vowels **α- (a-)**, **ε- (e-)**, and **ο- (o-)** might lose its final **-ε (-e)**. The lost vowel gets replaced then by an apostrophe. This phonological phenomenon is called 'ecthlipsis.'\* For example **με (me) + εκείνον (ekínon - in the accusative)** → **μ' εκείνον (m' ekínon)**, meaning "with him."

Ecthlipsis here is not compulsory. It depends on the speed of the oral speech, the formality or the preference of an editor in written speech. A contracted version is more common in casual speech while in formal speech, and especially in written formal speech, the full writing is usually preferred.

\* For more information on the phonological phenomenon of 'ecthlipsis,' check out the related note in the grammar bank.

- Με (*me*) is used with noun phrases in the accusative case.

- Unlike some other prepositions, this preposition can never be used as a compound in compound words.

### Usage

The use of με (*me*) can denote many things depending on the context, but the main uses indicate things such as:

**- Escort:**

1. Ζει (μαζί) **με τους γονείς** της.  
*Zi (mazi) me tus gonis tis.*  
"She lives **with** her **parents**."

The word in brackets meaning "together" is optional but it is often used in such sentences for emphasis.

**- Attribute of a thing or a person:**

1. Ο άντρας **με τα ξανθά μαλλιά**.  
*O andras me ta xantha maliá.*  
"The man **with the blond hair**."

**- State or condition:**

1. Η κοπέλα **με το λυπημένο πρόσωπο**.  
*I koréla me to lipiméno próσωpo.*  
"The young girl **with the sad face**."

**- Content:**

1. Ένα κουτί **με σοκολατάκια**.  
*Éna kutí me sokolatákia.*  
"A box **of chocolates**." (lit. "A box with chocolates." implying "...with chocolates **in it**.")

**- Reference:**

1. Είναι ερωτευμένος **με μια συμμαθήτριά** του.  
*Íne erotevménos me mia simathíthriá tu.*  
"He is in love **with a classmate** of his."

**- Manner:**

1. Η υπάλληλος εξυπηρετεί τους πελάτες **με ευγένεια**.  
*I ipállilos exipiretí tus pelátes **me evyénia**.*  
"The employee serves customers **with courtesy**."

**- Means:**

1. Τρώω **με μαχαίρι και πιρούνι**.  
*Tróo **me mahéri ke pirúni**.*  
"I'm eating **with knife and fork**."

**- Time:**

1. Η καμπάνα χτυπάει **με τη δύση του ήλιου**.  
*I kambána htipáí **me ti dísi tu íliu**.*  
"The bells rings **upon sunset time**." (specific moment in time)
2. Θα είμαι εκεί **πέντε με πέντε και τέταρτο**.  
*Tha íme ekí **pénde me pénde ke tétarto**.*  
"I'll be there **five to five fifteen**." (a period between two different moments in time)
3. Η υγεία της χειροτερεύει **με τα χρόνια**.  
*I iyía tis hiroterévi **me ta hrónia**.*  
"Her health is worsening **over the years**." (gradually)

**- Clothing:**

1. Οι άντρες **με τα μαύρα**.  
*I ándres **me ta mávra**.*  
"The men **in black**."

**- Reason:**

1. Προσβάλλεται **με τέτοια σχόλια**.  
*Prozválete **me tétia schólia**.*  
"(S)he gets offended **with such comments**."

**- Approximate number (used between two numbers):**

1. Ήταν **είκοσι με τριάντα** άτομα.  
*Ítan íkosi me triándá átoma.*  
"There were **twenty to thirty** people."

**- Similarity:**

1. Μοιάζει **με εσένα**.  
*Miázi me eséna.*  
"(S)he looks **like you**."

The preposition με (*me*) has more uses in speech, but our goal in this lesson was to familiarize you with its most basic uses through a few simple examples.

### 3. Parisyllabic feminine -η (-i) ending nouns with an -ες (-es) ending in the plural

The nouns that belong in this category are **oxytone** (accented in the last syllable), **paroxytone** (accented in the second-to-last syllable), and **proparoxytone** (accented in the third-to-last syllable.)

#### Ισοσύλλαβα θηλυκά ουσιαστικά σε -η με πληθυντικό σε -ες (*Isosílava thiliká usiastiká se -i me plithindikó se -es*)

#### Parisyllabic feminine -η (-i) ending nouns with an -ες (-es) ending in the plural

Singular			
Case	φωνή <i>foní</i> , "voice" (oxytone)	κόρη <i>kóri</i> , "daughter" (paroxytone)	ζάχαρη <i>záhari</i> , "sugar" (proparoxytone)
Nominative	η φων-ή ( <i>i foní</i> )	η κόρ-η ( <i>i kóri</i> )	η ζάχαρ-η ( <i>i záhari</i> )
Genitive	της φων-ής ( <i>tis fonís</i> )	της κόρ-ης ( <i>tis kóris</i> )	της ζάχαρ-ης ( <i>tis záharis</i> )
Accusative	τη φων-ή ( <i>ti foní</i> )	την κόρ-η ( <i>tin kóri</i> )	τη ζάχαρ-η ( <i>ti záhari</i> )

<b>Vocative</b>	<b>φων-ή</b> ( <i>foní</i> )	<b>κόρ-η</b> ( <i>kóri</i> )	<b>ζάχαρ-η</b> ( <i>záhari</i> )
<b>Plural</b>			
<b>Nominative</b>	<b>οι φων-ές</b> ( <i>i fonés</i> )	<b>οι κόρ-ες</b> ( <i>i kóres</i> )	<b>οι ζάχαρ-ες</b> ( <i>i záhares</i> )
<b>Genitive</b>	<b>των φων-ών*</b> ( <i>ton fonón</i> )	<b>των κορ-ών*</b> ( <i>ton korón</i> )	-
<b>Accusative</b>	<b>τις φων-ές</b> ( <i>tis fonés</i> )	<b>τις κόρ-ες</b> ( <i>tis kóres</i> )	<b>τις ζάχαρ-ες</b> ( <i>tis záhares</i> )
<b>Vocative</b>	<b>φων-ές</b> ( <i>fonés</i> )	<b>κόρ-ες</b> ( <i>kóres</i> )	<b>ζάχαρ-ες</b> ( <i>záhares</i> )

\* All nouns of this category are accented in the last syllable in the plural genitive.

**Note:**

**Some paroxytone and proparoxytone nouns** of this category don't form the plural genitive. These are usually abstract or uncountable nouns,

**for example:**

1. **ζέστη** (*zéstí*, "heat"), **χάρη** (*hári*, "grace, favor, sake"), **ζάχαρη** (*záhari*, "sugar")

1. **Nouns similar to φωνή** (*foní*, "voice"): **αλλαγή** (*alayí*, "change"), **αρχή** (*arhí*, "beginning, start"), **Αφρική** (*Afrikí*, "Africa"), **γραμμή** (*gramí*, "line"), **διακοπή** (*diakopí*, "interruption, break, disconnection, pause, termination"), **εκλογή** (*ekloyí*, "election"), **μηχανή** (*mihaní*, "machine, engine"), **τιμή** (*timí*, "price, honor"), **ψυχή** (*psihí*, "soul, psyche"), etc.

2. **Nouns similar to κόρη (kóri, "daughter, young woman, maiden, eye pupil"):**  
**αγάπη** (*agápi*, "love"), **άκρη** (*ákri*, "edge"), **βιβλιοθήκη** (*vivliothíki*, "bookcase, library"), **βλάβη** (*vlávi*, "damage, malfunction"), **βρύση** (*vrísi*, "tap, water fountain"), **γνώμη** (*gnómi*, "opinion"), **δάφνη** (*dáfni*, "laurel"), **δίκη** (*díki*, "trial"), **επιστήμη** (*epistími*, "science"), **Ευρώπη** (*Evrópi*, "Europe"), **ζέστη** (*zésti*, "heat"), **λάσπη** (*láspi*, "mud"), **μέθη** (*méthi*, "drunkenness"), **μέση** (*mési*, "middle, waist"), **μύτη** (*míti*, "nose, point, peak"), **νίκη** (*níki*, "victory, win"), **στάνη** (*stáni*, "pen for animals"), **στρώση** (*strósi*, "layer"), **τέχνη** (*téhni*, "art"), **τόλμη** (*tólmi*, "boldness"), **φήμη** (*fími*, "rumor, fame, reputation"), **χάρη** (*hári*, "grace, favor, sake"), etc.
3. **Nouns similar to ζάχαρη (záhari, "sugar"):**

**Άρτεμη** (*Ártemi*, "Artemis"), **κάμαρη** (*kámari*, "boudoir, room"), **κάππαρη** (*kápari*, "caper"), **σίκαλη** (*síkali*, "rye"), etc.

## Review

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So remember, to let others know what someone is doing, start with a noun phrase in the nominative case as your subject or omit the subject if it's not necessary, continue with the verb in the correct form, and add a complement if more details are required to explain the action.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #12

## Asking About a Person

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### CONTENTS

- Greek
- English
- Romanization
- Vocabualry
- Sample sentences
- Vocabulary phrase usage
- Grammar

# #12

## GREEK

1. Ποιος υπάλληλος τσακώνεται με τον πελάτη;
2. Ποια παντρεύεται;
3. Ποιος είναι στην πόρτα;
4. Ποιοι μαθητές κάνουν φασαρία;
5. Ποιος δεν καταλαβαίνει το μάθημα αυτό;
6. Ποιες είναι αυτές οι γυναίκες;

## ENGLISH

1. Which employee is arguing with the client?
2. Who is getting married? (female)
3. Who's at the door?
4. Which students are making noise?
5. Who doesn't understand this lesson?
6. Who are these women?

## ROMANIZATION

1. Pios ipátilos tsakónete me ton peláti?
2. Pia pandrévete?
3. Pios íne stin póрта?
4. Pii mathités kánun fasaria?
5. Pios den katalavéni to máthima aftó?
6. Pies íne aftés i yinékes?

## VOCABULARY



Greek	Romanization	English	Class	Gender
γιατρός	yatrós	medical doctor	noun	masculine
φίλος	fílos	friend	noun	masculine
τραγούδι	tragoúdi	song	noun	neuter
σοκολάτα	sokoláta	chocolate	noun	feminine
θεωρώ	theoró	to consider	verb	
περπατάω	perpatáo	to walk	verb	
ακούω	akúo	hear	verb	
τρώω	tróo	eat	verb	
χωματόδρομος	homatódromos	dirt road	noun	masculine
χειρουργώ	hirurgó	perform surgery	phrase	

## SAMPLE SENTENCES

<p>Ο γιατρός ήταν ευγενικός.</p> <p>O giatrós ítan evgenikós.</p> <p>"The doctor was kind."</p>	<p>Ποιος γιατρός χειρουργεί τον ασθενή;</p> <p>Pios yatrós hiruryí ton asthení?</p> <p>"Which doctor is operating on the patient?"</p>
<p>Ποια θεωρείς καλύτερή σου φίλη;</p> <p>Pia theorís kalíterí su filí?</p> <p>"Who do you consider as your best friend?" (feminine)</p>	<p>Ήταν φίλη μου μέχρι που πήρα εγώ την προαγωγή αντί εκείνη.</p> <p>Ítan filí mu méhri pu píra egó tin proagogí andí ekíni.</p> <p>"She was a friend of mine until I got the promotion instead of her."</p>
<p>Είναι φίλος μου εδώ και είκοσι χρόνια.</p> <p>Íne fílos mu edó ke íkosi hrónia.</p> <p>"He has been my friend for twenty years."</p>	<p>Ο καλύτερός μου φίλος κι εγώ πηγαίνουμε παντού μαζί.</p> <p>O kalíteρός mu fílos ki egó piyénume pandú mazí.</p> <p>"My best friend and I go everywhere together."</p>
<p>Οι φίλοι μου και εγώ.</p> <p>I filí mu ke egó.</p> <p>"Me and my friends."</p>	<p>Ο φίλος μου που είναι Ισπανός έκανε τάπας.</p> <p>O fílos moy pou eínai Ispanós ékane tápas.</p> <p>"My Spanish friend cooked <i>tapas</i>."</p>
<p>Ποιο τραγούδι ακούς;</p> <p>Pio tragúdi akús?</p> <p>"Which song are you listening to?"</p>	<p>Ο τραγουδιστής τραγούδησε ένα τραγούδι.</p> <p>O tragoydistís tragoúdisé éna tragoúdi.</p> <p>"The singer sang a song."</p>

<p>Ποιος έφαγε τη σοκολάτα;</p> <p>Pios éfaye ti sokoláta?</p> <p>"Who ate the chocolate?"</p>	<p>Οι πολλές σοκολάτες και τα γλυκά χαλάνε τα δόντια των παιδιών.</p> <p>I polés sokolátes ke ta gliká haláne ta dóndia ton pedión.</p> <p>"Too many chocolates and sweets ruin the teeth of children."</p>
<p>Μερικοί άνθρωποι απλά δεν μπορούν να ζήσουν χωρίς σοκολάτα.</p> <p>Merikoí ánthropi aplá den borún na zísun horís sokoláta.</p> <p>"Some people just can't live without chocolate."</p>	<p>Δεν μου αρέσει ο συνδυασμός πορτοκάλι με σοκολάτα.</p> <p>Den mu arési o sindiasmós portokáli me sokoláta.</p> <p>"I do not like the combination of orange and chocolate."</p>
<p>Ποια θεωρείς καλύτερή σου φίλη;</p> <p>Pia theorís kalíterí su fíli?</p> <p>"Who do you consider as your best friend?" (feminine)</p>	<p>Η περιοχή αυτή θεωρείται εξαιρετικά σημαντική από τους αρχαιολόγους.</p> <p>I periohí aftí theoríte exeretiká simandikí ápó tus arheológus.</p> <p>"This area is considered to be extremely important by archeologists."</p>
<p>Ποιος περπατάει στον χωματόδρομο;</p> <p>Pios perpatáí ston homatódromo?</p> <p>"Who is walking on the dirt road?"</p>	<p>Λατρεύω να περπατώ σε μικρά σοκάκια.</p> <p>Latrévo na perpató se mikrá sokákia.</p> <p>"I love to walk in narrow alleys."</p>
<p>Ποιο είδος μουσικής ακούς;</p> <p>Pio ídos musikís akús?</p> <p>"Which music genre do you listen to?"</p>	<p>Ποιο τραγούδι ακούς;</p> <p>Pio tragúdi akús?</p> <p>"Which song are you listening to?"</p>
<p>Μ' ακούς;</p> <p>M' akús?</p> <p>"Can you hear me?"</p>	<p>Νηστεύω, οπότε φά' το εσύ αυτό.</p> <p>Nistévo, ópote fá' to esí aftó.</p> <p>"I'm fasting, so you eat that."</p>
<p>Ποιος έφαγε τη σοκολάτα;</p> <p>Pios éfaye ti sokoláta?</p> <p>"Who ate the chocolate?"</p>	<p>Τα βράδια δεν τρώω πολύ.</p> <p>Ta vrádia den tróo polí.</p> <p>"At night, I don't eat much."</p>
<p>Ποιος περπατάει στον χωματόδρομο;</p> <p>Pios perpatáí ston homatódromo?</p> <p>"Who is walking on the dirt road?"</p>	<p>Ποιος γιατρός χειρουργεί τον ασθενή;</p> <p>Pios yatρός hiruryí ton asthení?</p> <p>"Which doctor is operating on the patient?"</p>

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the second and the fourth element:

Ποιος/Ποια/Ποιο (+ **συμπλήρωμα**) + ρήμα (+ **συμπλήρωμα**)

*Pios/Pia/Pio (+ **simblíroma**) + ríma (+ **simblíroma**)*

"Who/Which (one)/What (+ **complement**) + verb (+ **complement**)"

1. Ποιος **υπάλληλος** τσακώνεται **με τον πελάτη**;

*Pios **ipálios** tsakónete **me ton peláti**?*

"Which **employee** is arguing **with the client**?"

Replace "complement" for:			Word Class	Gender
Target	romanization	English		
γιατρός	<i>yatrós</i>	doctor	noun	masculine, feminine
φίλος, φίλη	<i>fílos, fíli</i>	friend	noun	masculine, feminine
χωματόδρομος	<i>homatódromos</i>	dirt road	noun	masculine
τραγούδι	<i>tragúdi</i>	song	noun	neuter
σοκολάτα	<i>sokoláta</i>	chocolate	noun	feminine

Using the pattern you just learned, use the following information to substitute the third element:

1. Ποιος/Ποια/Ποιο (+ συμπλήρωμα) + **ρήμα** (+ συμπλήρωμα)

*Pios/Pia/Pio (+ **simblíroma**) + **ríma** (+ **simblíroma**)*

"Who/Which (one)/What (+ complement) + **verb** (+ complement)"

2. Ποιος υπάλληλος **τσακώνεται** με τον πελάτη;

*Pios ipálios **tsakónete** me ton peláti?*

"Which employee **is arguing** with the client?"

Replace "verb" for:			Word Class	Gender
Target	romanization	English		
χειρουργώ	<i>hirurgó</i>	to operate	verb	
θεωρώ	<i>theoró</i>	to consider	verb	
περπατάω	<i>perpatáo</i>	to walk	verb	
ακούω	<i>akúo</i>	to hear, to listen	verb	
τρώω	<i>tróo</i>	to eat	verb	

### Sample Sentences:

1. Ποιος γιατρός χειρουργεί τον ασθενή;

*Pios yatrós hiruryí ton asthení?*

"Which doctor is operating on the patient?"

2. Ποια θεωρείς καλύτερή σου φίλη;

*Pia theorís kalíteri su fíli?*

"Who do you consider as your best friend?" (feminine)

3. Ποιος περπατάει στον χωματόδρομο;  
*Pios perpatái ston homatódromo?*  
"Who is walking on the dirt road?" (feminine)
4. Ποιο τραγούδι ακούς;  
*Pio tragúdi akús?*  
"Which song are you listening to?"
5. Ποιος έφαγε τη σοκολάτα;  
*Pios éfaye ti sokoláta?*  
"Who ate the chocolate?"

## GRAMMAR

### The Focus of This Lesson is Asking About Someone or Something

Use the following pattern to ask about someone or something.

**Ποιος/Ποια/Ποιο (+ συμπλήρωμα) + ρήμα (+ συμπλήρωμα)**  
***Pios/Pia/Pio (+ simblíroma) + ríma (+ simblíroma)***  
**"Who/Which (one)/What (+ complement) + verb (+ complement)"**

- 
1. Ποιος υπάλληλος τσακώνεται με τον πελάτη;  
*Pios ipátillos tsakónete me ton peláti?*  
"Which employee is arguing with the client?"

To ask about a someone or something, you need to start your sentence with one of the Greek interrogative pronouns in the nominative case. In the singular, those are the declinable ποιος (pios), ποια (pia), and ποιο (pio) for the masculine, feminine, and the neuter gender respectively, and they may mean "who," "which (one)," or "what" depending on whether they refer to a person, an animal, a concept, or an inanimate object, and how they are used within a sentence.

After the interrogative pronoun, comes an optional complement that can be a noun phrase in the nominative or even a prepositional phrase with the preposition "of" (από, από) that further specifies the person or thing we are asking about.

Then comes the verb conjugated in the 3rd person, since you are talking about someone or something else, in either the singular or the plural, depending on whom or what we refer to. The pronoun and the verb will need to be in the same number.

After the verb, there may be a complement with further information about the person or thing we are asking about, but that is optional too. Sometimes, the interrogative pronoun and the verb alone are enough to make a question about someone or something.

### 1. Interrogative pronouns ποιος, ποια, ποιο (*pios, pia, pio*, "who/which (one)/what")

---

We use these interrogative pronouns to ask direct or indirect questions about humans, animals, inanimate objects, and concepts. **Ποιος (*pios*)** in the masculine, **ποια (*pia*)** in the feminine, and **ποιο (*pio*)** in the neuter gender may mean "who," "which (one)," or "what" depending on the context. They are declinable so their forms change depending on whom or what they refer to and how they are used within a sentence. They can also be used alone in speech.

**Some examples are:**

1. **Ποιος; / Ποια;** (*Pios? / Pia?*) = "**Who?**" (if we refer to a male or a female)
2. **Ποιος σκύλος;** (*Pios skílos?*) "**Which** dog?"  
(masculine pronoun referring to the masculine noun "dog")
3. **Ποια σχέση;** (*Pia schési?*) "**What** relationship?"  
(feminine pronoun referring to the feminine noun "relationship")
4. **Ποιο παιδί;** (*Pio pedí?*) "**Which** child?"  
(neuter pronoun referring to the neuter noun "child")

As you can see, the gender of the pronoun corresponds to the gender of the noun or name it refers to and not to the division between male/female/inanimate.

Let's see their declension:

<b>Interrogative pronouns</b>			
<b>ΠΟΙΟΣ, ΠΟΙΑ, ΠΟΙΟ</b> ( <i>pios, pia, pio</i> ) "who/which (one)/what"			
Case	Masculine	Feminine	Neuter
<b>Singular</b>			
<b>Nominative</b>	ΠΟΙ-Ος ( <i>pios</i> , "who")	ΠΟΙ-α ( <i>pia</i> , "who")	ΠΟΙ-ο ( <i>pio</i> , "which/what")
<b>Genitive</b>	ΠΟΙ-ΟΥ / ΠΟΙΑΝΟΥ* / τίνος ( <i>piu / pianú / tínos</i> , "whose")	ΠΟΙ-ας / ΠΟΙΑΝΗΣ* ( <i>pias / pianís</i> , "whose")	ΠΟΙ-ΟΥ / ΠΟΙΑΝΟΥ* / τίνος ( <i>piu / pianú / tínos</i> , "whose")
<b>Accusative</b>	ΠΟΙ-ΟΝ ( <i>pion</i> , "whom")	ΠΟΙ-α(ν) ( <i>pia(n)</i> , "whom")	ΠΟΙ-ο ( <i>pio</i> , "which (one)/what")
<b>Vocative</b>	-	-	-
<b>Plural</b>			
<b>Nominative</b>	ΠΟΙ-ΟΙ ( <i>pii</i> , "who")	ΠΟΙ-Ες ( <i>pies</i> , "who")	ΠΟΙ-α ( <i>pia</i> , "who")
<b>Genitive</b>	ΠΟΙ-ΩΝ / ΠΟΙΑΝΩΝ* / τίνων ( <i>pion / pianón / tínon</i> , "whose")	ΠΟΙ-ΩΝ / ΠΟΙΑΝΩΝ* / τίνων ( <i>pion / pianón / tínon</i> , "whose")	ΠΟΙ-ΩΝ / ΠΟΙΑΝΩΝ* / τίνων ( <i>pion / pianón / tínon</i> , "whose")
<b>Accusative</b>	ΠΟΙ-ΟΥΣ / ΠΟΙΑΝΟΥΣ ( <i>pius / pianús</i> , "whom")	ΠΟΙ-Ες ( <i>pies</i> , "whom")	ΠΟΙ-α ( <i>pia</i> , "which (ones)/what")
<b>Vocative</b>	-	-	-

\* *Alternative forms that are very casual and colloquial.*

## Notes

1. The neuter form **ΠΟΙΟ** (*pio*) shouldn't be confused with **ΠΙΟ** (*pio*, "more"), a quantitative adverb used in the formation of the comparative and superlative degree of adjectives.

**For example:**

1. **Ποιο** είναι το **πιο** μικρό; (*Pio íne to pio mikró?* "Which one is the smallest?")

In English, the pronoun "who" is used only to refer to humans. So if you want to make a question with "who", you need to use the masculine **ποιος** (*pios*) or the feminine **ποια** (*pia*) either alone or followed by a verb. If you add a noun phrase or a prepositional phrase after the pronoun, then just like in English, the pronoun becomes an interrogative determiner defining the noun phrase or the prepositional phrase and the question becomes a "which (one)" or "what" question instead.

**For example, our lesson's main example is:**

1. **Ποιος** υπάλληλος τσακώνεται με τον πελάτη;  
*Pios ipállilos tsakónete me ton peláti?*  
"Which employee is arguing with the client?" (pronoun + noun, implying a selection from a group of employees)

But without a noun after the pronoun the meaning is...

1. **Ποιος\*** τσακώνεται με τον πελάτη;  
*Pios tsakónete me ton peláti?*  
"Who is arguing with the client?"

\* The pronoun needs to be in the masculine gender when we don't know the gender of the person we are asking about or when we talk about a mixed-gendered group of people in the plural.

Another example with a noun after the pronoun is:

1. **Ποια** ταινία βλέπεις;  
*Pia tenía vlépis?*  
"What movie are you watching?"

A noun phrase following an interrogative pronoun may be simple (ex. a single noun as seen in the two examples above) or extended. For example:

1. **Ποιος** καλός άνθρωπος μπορεί να με βοηθήσει;  
*Pios kalós ánthropos borí na me voithísi?*  
"Which kind person can help me? (pronoun + [adjective + noun])"

An example with a prepositional phrase is:

1. **Ποιοι** από εσάς ξέρουν τη χορογραφία;  
*Pii apó esás xérun ti horografía?*  
"Which of you know the choreography?" (plural)

## 2. Parisyllabic masculine -ος (-os) ending nouns

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**All** masculine **-ος** (-os) ending nouns are parisyllabic. As such, the nouns that belong in this category are **oxytone** (accented in the last syllable), **paroxytone** (accented in the second-to-last syllable), and **proparoxytone** (accented in the third-to-last syllable.) Let's see their declension using nouns from this lesson:

**Ισοσύλλαβα αρσενικά ουσιαστικά σε -ος**  
*(Isosílava arseniká usiastiká se -os)*  
**Parisyllabic masculine -ος (-os) ending nouns**

	<b>Oxytone</b>	<b>Paroxytone</b>	<b>Proparoxytone</b>	<b>Proparoxytone</b>
<b>Case</b>	<b>γιατρός</b> <i>yatrós, "doctor"</i>	<b>φίλος</b> <i>filos, "friend"</i>	<b>χωματόδρομος</b> <i>homatódromos,</i> <i>"dirt road"</i>	<b>υπάλληλος</b> <i>ipállilos,</i> <i>"employee"</i>
<b>Singular</b>				
<b>Nominative</b>	ο γιατρ-ός	ο φίλ-ος	ο χωματόδρομ-ος	ο υπάλληλ-ος
<b>Genitive</b>	του γιατρ-ού	του φίλ-ου	του χωματόδρομ-ου	του υπαλλήλ-ου*
<b>Accusative</b>	τον γιατρ-ό	τον φίλ-ο	τον χωματόδρομ-ο	τον υπάλληλ-ο
<b>Vocative</b>	γιατρ-έ	φίλ-ε	χωματόδρομ-ε	υπάλληλ-ε
<b>Plural</b>				
<b>Nominative</b>	οι γιατρ-οί	οι φίλ-οι	οι χωματόδρομ-οι	οι υπάλληλ-οι
<b>Genitive</b>	των γιατρ-ών	των φίλ-ων	των χωματόδρομ-ων	των υπαλλήλ-ων*
<b>Accusative</b>	τους γιατρ-ούς	τους φίλ-ους	τους χωματόδρομ-ους	τους υπαλλήλ-ους*
<b>Vocative</b>	γιατρ-οί	φίλ-οι	χωματόδρομ-οι	υπάλληλ-οι

\* Some parisyllabic proparoxytone -ος ending nouns move their accent one position to the right in the genitive case (singular and plural) and in the plural accusative (example 4). You can find more information about these accentuation variations in the absolute beginner level grammar bank about the parisyllabic masculine -ος (-os) ending nouns (see point 3 on "Notes")

- Nouns similar to γιατρός (yatrós, "doctor"):** βαθμός (*vathmós*, "grade, degree"), θεός (*theós*, "god"), καιρός (*kerós*, "time, weather"), λαός (*laós*, "people of a country"), λογαριασμός (*logariasmós*, "bill, calculation"), ουρανός (*uranós*, "sky"), σεισμός (*sizmós*, "earthquake"), σολομός (*solomós*, "salmon"), χωρισμός (*horizmós*, "separation"), etc.
- Nouns similar to φίλος (filos, "friend"):** Βόλος (*Vólos*, "Volos city"), δρόμος (*drómos*, "road, street"), γάμος (*gámos*, "marriage, wedding"), ήλιος (*ílios*, "sun"), κήπος (*kípos*, "garden"), νόμος (*nómos*, "law"), ταχυδρόμος (*tahidrómos*, "postman"), τόπος (*tópos*, "place, location"), χρόνος (*hrónos*, "time, year"), χώρος (*hóros*, "space, place"), etc.
- Nouns similar to χωματόδρομος (homatódromos, "dirt road"):** ανεμόμυλος (*anemómilos*, "windmill"), ανήφορος (*aníforos*, "uphill"), αντίλαλος (*andílalos*, "echo"), αυλόγυρος (*avlógiros*, "yard, patio"), καλόγερος (*kalógeros*, "monk"), κατήφορος (*katíforos*, "downhill") etc.
- Nouns similar to υπάλληλος (ipállilos, "employee"):** άνθρωπος (*ánthropos*, "human, man"), δήμαρχος (*dímarhos*, "mayor"), έμπορος (*émboros*, "merchant"), έφορος (*éforos*, "tax collector"), άνεμος (*ánemos*, "wind"), διάδρομος (*diádrornos*, "corridor, treadmill"), όροφος (*órofos*, "floor, story, level"), πόλεμος (*pólemos*, "war"), etc.

**Notes:**

- Some nouns of this category form the vocative case with an **-ο ending** instead of an **-ε ending**. The general rules are quite many and they are beyond the scope of this lesson. However, they can be found in the respective beginner level **grammar bank** about the **vocative case** (see "Formation" → "Masculine gender" → exceptions on point 2.)

- When the noun **χρόνος** (*hrónos*, "time, year") is used in the plural genitive to denote "years old" (age), it may also have the alternative form **χρονών** (*hronón*) - instead of the ordinary form **χρόνων** (*hrónon*), in a more colloquial speech style, **χρονώ** (*hronó*). For example:

1. Πόσων **χρονών** είναι; Είναι 15 **χρονώ**.  
*Póson hronón íne? Íne dekapénde hronó.*  
 "How **old** is he/she? He/she is 15 **years old**."

### 3. Parisyllabic masculine -ης (-is) ending nouns

The nouns that belong in this category are **oxytone** (accented in the last syllable) and **paroxytone** (accented in the second-to-last syllable.)

**Ισοσύλλαβα αρσενικά ουσιαστικά σε -ης**  
*(Isosílava arseniká usiastiká se -is)*  
**Parisyllabic masculine -ης (-is) ending nouns**

	<b>Oxytone</b>	<b>Paroxytone</b>
<b>Case</b>	<b>μαθητής</b> <i>mathitís, "student"</i>	<b>πελάτης</b> <i>pelátis, "customer"</i>
<b>Singular</b>		
<b>Nominative</b>	ο μαθητ-ής	ο πελάτ-ης
<b>Genitive</b>	του μαθητ-ή	του πελάτ-η
<b>Accusative</b>	τον μαθητ-ή	τον πελάτ-η
<b>Vocative</b>	μαθητ-ή	πελάτ-η
<b>Plural</b>		
<b>Nominative</b>	οι μαθητ-ές	οι πελάτ-ες
<b>Genitive</b>	των μαθητ-ών*	των πελατ-ών*
<b>Accusative</b>	τους μαθητ-ές	τους πελάτ-ες
<b>Vocative</b>	μαθητ-ές	πελάτ-ες

\* In the plural genitive, all parisyllabic masculine -ης ending nouns are accented in the last syllable.

1. Nouns similar to **μαθητής** (*mathitís, "student"*): **αγοραστής** (*agorastís, "buyer"*), **αθλητής** (*athlitís, "athlete"*), **βουλευτής** (*vuleftís, "member of the parliament"*), **δανειστής** (*danistís, "lender"*), **διευθυντής** (*diefthindís, "principal, manager, director"*), **δικαστής** (*dikastís, "judge"*), **λογιστής** (*loyistís, "accountant"*), **ποιητής** (*piitís, "poet"*), **σπουδαστής** (*spudastís, "university student"*), etc.
2. Nouns similar to **πελάτης** (*pelátis, "passenger"*): **βιβλιοπώλης** (*vivliopólis, "bookseller"*), **γυμνασιάρχης** (*yimnasiárhis, "middle school headmaster"*), **δεσπότης** (*despótis, "despot, bishop"*), **επιβάτης** (*epivátis, "passenger"*), **ναύτης** (*náftis, "seaman, sailor"*), **πολίτης** (*polítis, "citizen"*), **ράφτης** (*ráftis, "tailor"*), **στρατιώτης** (*stratiótis, "soldier"*), etc.

#### Notes:

- In **casual speech**, for some -ης ending nouns of this category that denote a profession form, the feminine noun has an additional ending which is either **-ισσα** or **-ίνα**.

**For example:**



1. ο γυμνασιάρχ-ης → η γυμνασιάρχ-ης (but also η γυμνασιάρχ-ισσα)  
*o yimnasiárh-ís → i yimnasiárh-ís / i yimnasiárh-isa*  
 "middle school headmaster"
2. ο βουλευτ-ής → η βουλευτ-ής (but also η βουλευτ-ίνα)  
*o vuleft-ís → i vuleft-ís / i vuleft-ína*  
 "member of the parliament"

- In **casual or humorous speech**, some of these paroxytone -ης ending nouns may also have all their plural forms with one extra accented **-άδ-** or **-ηδ-** syllable added before the ending becoming thus imparisyllabic. This results in an accented **-άδες** and/or **-ηδες** at the end.

#### For example:

1. οι δεσπότη-ες → οι δεσποτ-άδες (but also οι δεσπότη-ηδες)  
*i despót-es → i despót-ádes / despót-ides*  
 "despot, bishop"
2. οι ράφτ-ες → οι ραφτ-άδες (but also οι ράφτ-ηδες)  
*i ráft-es → i raft-ádes / ráft-ides*  
 "tailor"

In the case of using these alternative forms, the accent of the plural genitive doesn't go to the last syllable, as we saw from the above table, and remains as is.

- Some oxytone -ης ending nouns of this category that denote professions may also have the singular vocative and alternative **-α** ending, usually when used after the word κύριε (kírie, "sir") when **addressing formally or** in casual speech when the **style is humorous or ironic**. For example:

1. κύριε δικαστ-ή → κύριε δικαστ-ά,  
*kírie dikast-í → kírie dikast-á*  
 "Your Honor" (when addressing a judge)
2. κύριε διευθυντ-ή → κύριε διευθυντ-ά,  
*kírie diefthind-í → kírie diefthind-á*  
 "sir..." (when addressing a manager)

#### Review

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So remember, to ask about someone or something, you need to use an interrogative pronoun meaning "who," "which (one)," or "what" in the nominative case, followed by an optional complement, such as a noun phrase in the nominative case or a prepositional phrase with the preposition "of." Then use the conjugated verb, and close with another complement if it's necessary.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #13

## Asking About a Choice

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 5 Vocabulary Phrase Usage
- 7 Grammar

# # 13

## GREEK

1. Ποιο κινητό προτιμάς (εσύ);
2. Ποιον διαλέγεις;
3. Ποια έξοδο παίρνουμε για το χωριό;
4. Ποιους θεωρείς καλούς σου φίλους;
5. Ποιαν απ' όλες ψηφίζεις για αρχηγό της γυναικείας ομάδας;
6. Ποιο μέγεθος χαρτιού χρειάζεσαι για τον εκτυπωτή;

## ROMANIZATION

1. Pio kinitó protimás (esí)?
2. Pion dialéyis?
3. Pia éxodo pérnume ya to horió?
4. Pius theorís kalús su fílus?
5. Pian psifízis ya arhigó tis yinekías omádas?
6. Pio méyethos hartiú hriázese ya ton ektipotí?

## ENGLISH

1. Which mobile phone do you prefer?

CONT'D OVER

2. Whom do you chose? (masculine)
3. Which exit do we take for the village?
4. Whom do you consider as your good friends? (plural)
5. Whom do you vote for the leader of the women's team? (female)
6. Which size of paper do you need for the printer?

## VOCABULARY

<b>Greek</b>	<b>Romanization</b>	<b>English</b>	<b>Class</b>	<b>Gender</b>
είδος	ídos	genre	noun	neutral
αυτοκίνητο	aftokínito	car	noun	neutral
ακούω	akúo	hear	verb	
αγοράζω	agorázo	buy	verb	
αποφεύγω	apoféngo	avoid	verb	
πεδίο	pedío	field	noun	neutral
λεωφόρος	leofóros	avenue	noun	feminine
η ηθοποιός	i ithopiós	actress	noun	feminine
ενδιαφέρω	endiaféro	interest	verb	
απορρίπτω	aporípto	reject	verb	

## SAMPLE SENTENCES

<p><b>Ποιο είδος μουσικής ακούς;</b> <i>Pio ídos musikís akús?</i></p> <p>"Which music genre do you listen to?"</p>	<p><b>Ποιο αυτοκίνητο θέλει να αγοράσει;</b> <i>Pio aftokínito théli na agorási?</i></p> <p>"Which car does he want to buy?"</p>
<p><b>Επέλεξε ένα μπλε αυτοκίνητο.</b> <i>Epélexe éna ble aftokínito.</i></p> <p>"He chose a blue car."</p>	<p><b>Στην Ελλάδα πωλούνται πιο εύκολα τα μεταχειρισμένα αυτοκίνητα παρά τα καινούρια.</b> <i>Stin Eláda polúnde pio éfkola ta metahirisména aftokínita pará ta kenúria.</i></p> <p>"In Greece second-hand cars are sold more easily than new ones."</p>
<p><b>Θα βάλω το αυτοκίνητο στο γκαράζ.</b> <i>Tha valo to aytokinito sto gkaraz.</i></p> <p>"I'll put the car in the garage."</p>	<p><b>Το αυτοκίνητο ήταν άσπρο.</b> <i>To aftokínito ítan áspro.</i></p> <p>"The car was white."</p>
<p><b>Ποιο είδος μουσικής ακούς;</b> <i>Pio ídos musikís akús?</i></p> <p>"Which music genre do you listen to?"</p>	<p><b>Ποιο τραγούδι ακούς;</b> <i>Pio tragúdi akús?</i></p> <p>"Which song are you listening to?"</p>
<p><b>Μ' ακούς;</b> <i>M' akús?</i></p> <p>"Can you hear me?"</p>	<p><b>Ποιο αυτοκίνητο θέλει να αγοράσει;</b> <i>Pio aftokínito théli na agorási?</i></p> <p>"Which car does he want to buy?"</p>
<p><b>Ποια λεωφόρο αποφεύγεις λόγω της κίνησης;</b> <i>Pia leofóro apofévyis lógo tis kínisis?</i></p> <p>"Which avenue do you avoid due to traffic?"</p>	<p><b>Ποιο πεδίο σπουδών σας ενδιαφέρει;</b> <i>Pio pedío spudón sas endiaféri?</i></p> <p>"Which field of study interests you?" (formal)</p>
<p><b>Ποια λεωφόρο αποφεύγεις λόγω της κίνησης;</b> <i>Pia leofóro apofévyis lógo tis kínisis?</i></p> <p>"Which avenue do you avoid due to traffic?"</p>	<p><b>Ποια ηθοποιό απορρίπτουν για τον κεντρικό ρόλο;</b> <i>Pia ithopió aporíptun ya ton kendrikó rólo?</i></p> <p>"Which actress are they rejecting for the leading role?"</p>

<p><b>Ποιο πεδίο σπουδών σας ενδιαφέρει;</b> <i>Pio pedío spudón sas endiaféri?</i></p> <p>"Which field of study interests you?" (formal)</p>	<p><b>Ποια ηθοποιό απορρίπτουν για τον κεντρικό ρόλο;</b> <i>Pia ithopió aporírtun ya ton kendrikó rólo?</i></p> <p>"Which actress are they rejecting for the leading role?"</p>
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## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the second element:

Ποιον/Ποια(ν)/Ποιο (+ **συμπλήρωμα**) + ρήμα (+ *συμπλήρωμα*)

*Pion/Pia(n)/Pio (+ **simblíroma**) + ríma (+ *simblíroma*)*

"Whom/Which (one) (+ **complement**) + verb (+ complement)?"

1. Ποιο **κινητό** προτιμάς (εσύ);  
*Pio **kinitó** protimás (esí)?*  
"Which **mobile phone** do you prefer?"

Replace "complement" for:			Word Class	Gender
Target	Romanization	English		
είδος	<i>ídos</i>	style, type, kind genre, article, item	noun	neuter
αυτοκίνητο	<i>aftokínito</i>	car	noun	neuter
πεδίο	<i>pedío</i>	field	noun	neuter
λεωφόρος	<i>leofóros</i>	avenue	noun	feminine

ο ηθοποιός, η ηθοποιός	ο <i>ithopiós</i> , η <i>ithopiós</i>	actor, actress	noun	masculine, feminine
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Using the pattern you just learned, use the following information to substitute the third element:

Ποιον/Ποια(ν)/Ποιο (+ συμπλήρωμα) + **ρήμα** (+ συμπλήρωμα)

*Pion/Pia(n)/Pio (+ simblíroma) + ríma (+ simblíroma)*

"Whom/Which (one) (+ complement) + **verb** (+ complement)?"

1. Ποιο κινητό **προτιμάς** (εσύ);  
*Pio kinitó protimás (esí)?*  
"Which mobile phone **do you prefer?**"

### Replace "complement" for:

Target	Romanization	English	Word Class
ακούω	<i>akúo</i>	to listen, to hear	verb
αγοράζω	<i>agorázo</i>	to buy, to purchase	verb
ενδιαφέρω	<i>endiaféro</i>	to interest, to concern	verb
αποφεύγω	<i>apoféngo</i>	to avoid	verb
απορρίπτω	<i>aporípto</i>	to reject, to turn down	verb

### Sample Sentences:

1. Ποιο είδος μουσικής ακούς;  
*Pio ídos musikís akús?*  
"Which music genre do you listen to?"
2. Ποιο αυτοκίνητο θέλει να αγοράσει;  
*Pio aftokínito théli na agorási?*  
"Which car does he want to buy?"

3. Ποιο πεδίο σπουδών σας ενδιαφέρει;  
*Pio pedío spudón sas endiaféri?*  
"Which field of study interests you?" (formal)
4. Ποια λεωφόρο αποφεύγεις λόγω της κίνησης;  
*Pia leofóro apofényis lógo tis kínisis?*  
"Which avenue do you avoid due to traffic?"
5. Ποια ηθοποιό απορρίπτουν για τον κεντρικό ρόλο;  
*Pia ithoipió aporíptun ya ton kendrikó rólo?*  
"Which actress are they rejecting for the leading role?"

## GRAMMAR

### The Focus of This Lesson is Asking About a Choice

Use the following pattern to ask about a choice.

**Ποιον/Ποια(ν)/Ποιο (+ συμπλήρωμα) + ρήμα (+ συμπλήρωμα)**

***Pion/Pia(n)/Pio (+ simblíroma) + ríma (+ simblíroma)***

**"Whom/Which (one) (+ complement) + verb (+ complement)?"**

---

1. Ποιο κινητό προτιμάς (εσύ);  
*Pio kinitó protimás (esí)?*  
"Which mobile phone do you prefer?"

There are many ways to ask about a choice in Greek. In this lesson, we are going to examine a particular pattern that can be used with transitive verbs that requires an object in the accusative case.

This pattern follows an OVS structure, meaning that the object comes first - in this case, the choice we are talking about, then the verb, and then the subject.



You can begin your sentence with one of the interrogative pronouns we saw in the previous lesson, but this time in the accusative case since the pronoun will be defining the object. In the singular, those are: ποιον (*pion*), ποια(ν) (*pia(n)*), ποιο (*pio*) for the masculine, feminine, and the neuter gender respectively, meaning "whom" or "which (one)" depending on the context.

Next comes a complement which will include the object in the accusative. This can be a noun phrase in the accusative or even a prepositional phrase with the preposition "of" (από, *apó*) that further specifies the choice we are asking about. This complement, however, is optional if the object can be understood by the context.

Then comes the transitive verb, conjugated in the person and number that agrees with the subject, i.e the person we are referring to.

Finally we can have another optional complement that may include our subject, usually in the form of a noun phrase in the nominative case. Mentioning a subject in the complement, however, might not be necessary if it is understood by the context. Sometimes, the interrogative pronoun and the verb alone are enough to make a question about someone's choice.

## 1. Parisyllabic neuter -ο (-ο) ending nouns

The nouns that belong in this category are **oxytone** (accented in the last syllable), **paroxytone** (accented in the second-to-last syllable), and **proparoxytone** (accented in the third-to-last syllable.) Let's see their declension using some of the nouns of this lesson:

### Ισοσύλλαβα ουδέτερα ουσιαστικά σε -ο

(*Isosíllava udétera usiastiká se -o*)

### Parisyllabic neuter -ο (-ο) ending nouns

	Oxytone	Paroxytone	Proparoxyton e	Proparoxyton e
Case	κινητό <i>kinitó</i> , "mobile phone"	πεδίο <i>pedío</i> , "field"	σύννεφο <i>sínefo</i> , "cloud"	αυτοκίνητο <i>aftokínito</i> , "car"
Singular				
Nominative	ΤΟ ΚΙΝΗΤ-Ό	ΤΟ ΠΕΔΙ-Ο	ΤΟ ΣΥΝΝΕΦ-Ο	ΤΟ ΑΥΤΟΚΙΝΗΤ-Ο

<b>Genitive</b>	του κινητ-ού	του πεδί-ου	του σύννεφ-ου	του αυτοκινήτ-ου*
<b>Accusative</b>	το κινητ-ό	το πεδί-ο	το σύννεφ-ο	το αυτοκίνητ-ο
<b>Vocative</b>	κινητ-ό	πεδί-ο	σύννεφ-ο	αυτοκίνητ-ο
<b>Plural</b>				
<b>Nominative</b>	τα κινητ-ά	τα πεδί-α	τα σύννεφ-α	τα αυτοκίνητ-α
<b>Genitive</b>	των κινητ-ών	των πεδί-ων	των σύννεφ-ων	των αυτοκινήτ-ων*
<b>Accusative</b>	τα κινητ-ά	τα πεδί-α	τα σύννεφ-α	τα αυτοκίνητ-α
<b>Vocative</b>	κινητ-ά	πεδί-α	σύννεφ-α	αυτοκίνητ-α

\* Some proparoxytone nouns (example 4) move their accent mark one position to the right in the genitive case (singular and plural). Trisyllabic proparoxytone place names usually behave like that.

### Note:

Some proparoxytone nouns of this category have **two forms** in the genitive case (singular and plural): **one with the original accent**, used in casual speech, and **one with the accent moved one position to the right**, used in formal speech. For example:

**αμύγδαλο** (*amígdalo*, "almond") →

1. Ο φλοιός του **αμύγδαλου** είναι καφέ. (casual)  
*O fliós tu **amígdalu** íne kafé.*  
 "The skin of the **almond** is brown."

BUT

1. Σοκολάτα **αμυγδάλου**. (formal, ex. in the description on a chocolate package)  
*Sokoláta amigdálu.*  
"Almond chocolate."

**- Nouns similar to κινητό (*kinitó*) "mobile phone":**

1. **βουνό** (*vunó*) "mountain,"
2. **μαγειρείο** (*mayirió*) "galley, restaurant or cafeteria kitchen,"
3. **Μεξικό** (*Mexicó*) "Mexico,"
4. **νερό** (*neró*) "water,"
5. **νοικοκυριό** (*nikokirió*) "household,"
6. **παγωτό** (*pagotó*) "ice cream,"
7. **ποσό** (*posó*) "amount,"
8. **φτερό** (*fteró*) "wing, feather, blade,"
9. **χωριό** (*horió*) "village" etc.

**- Nouns similar to πεδίο (*pedío*) "field":**

1. **αστεροσκοπείο** (*asteroskopío*) "observatory,"
2. **βιβλίο**, (*vivlío*) "book,"
3. **δέντρο** (*déndro*) "tree,"
4. **θηρίο** (*thirío*) "beast,"
5. **θρανίο** (*thranío*) "school desk,"
6. **πεύκο** (*péfko*) "pine tree,"
7. **Τορίνο** (*Toríno*) "Turin,"
8. **υπουργείο** (*ipuryío*) "ministry" etc.

**- Nouns similar to σύννεφο (*sínefo*) "cloud":**

1. **αμύγδαλο** (*amígdalo*) "almond,"
2. **δάχτυλο** (*dáhtilo*) "finger,"
3. **σέλινο** (*sélino*) "celery,"
4. **σίδερο** (*sídero*) "iron (appliance),"
5. **τριαντάφυλλο** (*triandáfilo*) "rose,"
6. **χαμόκλαδο** (*hamóklado*) "branch growing near the ground, bush" etc.

**- Nouns similar to αυτοκίνητο (*aftokínito*) "car":**

1. **άλογο** (*álogo*) "horse,"
2. **άτομο** (*átomo*) "atom, person, individual,"
3. **δωμάτιο** (*domátio*) "room,"
4. **έπιπλο** (*ériplo*) "piece of furniture,"
5. **θέατρο** (*théatro*) "theater,"
6. **Καλάβρυτα** (*Kalávrita*) "Kalavrita town,"
7. **κείμενο** (*kímeno*) "text,"
8. **κύπελλο** (*kípele*) "cup, goblet,"
9. **μέτωπο** (*métopo*) "forehead, battlefront,"
10. **όργανο** (*órgano*) "organ, instrument, tool,"
11. **πρόσωπο** (*prósopo*) "face, person, character" etc.

For more information on this group of nouns, check out the grammar bank.

## **2. Parisyllabic neuter -ος (-os) ending nouns**

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The nouns that belong in this category are **paroxytone** (accented in the second-to-last syllable), and **proparoxytone** (accented in the third-to-last syllable.) Let's see their declension using nouns from this lesson:

<b>Parisyllabic neuter -ος ending nouns</b>		
	<b>Paroxytone</b>	<b>Proparoxytone</b>
<b>Case</b>	<b>είδος</b> <i>ídos</i> , "style, type, kind genre, article, item"	<b>μέγεθος</b> <i>méyethos</i> , "size"
<b>Singular</b>		
<b>Nominative</b>	<b>το είδ-ος</b>	<b>το μέγεθ-ος</b>
<b>Genitive</b>	<b>του είδ-ους</b>	<b>του μεγέθ-ους*</b>
<b>Accusative</b>	<b>το είδ-ος</b>	<b>το μέγεθ-ος</b>
<b>Vocative</b>	<b>είδ-ος</b>	<b>μέγεθ-ος</b>
<b>Plural</b>		
<b>Nominative</b>	<b>τα είδ-η</b>	<b>τα μεγέθ-η*</b>
<b>Genitive</b>	<b>των ειδ-ών**</b>	<b>των μεγεθ-ών**</b>
<b>Accusative</b>	<b>τα είδ-η</b>	<b>τα μεγέθ-η*</b>
<b>Vocative</b>	<b>είδ-η</b>	<b>μεγέθ-η*</b>

\* In these cases, the proparoxytone -ος (-os) ending nouns move their accent one position to the right.

\*\* All the nouns of this group move their accent to the last syllable in the plural genitive case.

- Nouns similar to **είδος** (*ídos*, "style, type, kind genre, article, item"):

1. **άλσος** (*álsos*, "grove"),
2. **βάρος** (*város*, "weight"),
3. **βέλος** (*vélos*, "arrow"),

4. **γένος** (*génos*, "gender, genus"),
5. **δάσος** (*dásos*, "forest"),
6. **λάθος** (*láthos*, "mistake, error"),
7. **μέρος** (*méros*, "place, part, spot"),
8. **κράτος** (*krátos*, "nation, state"),
9. **τέλος** (*télos*, "end, ending, fee"),
10. **χρέος** (*hréos*, "debt") etc.

Exceptions here are: the nouns **άνθος** (*ánthos*, "flower"), **όρος** (*óros*, "mountain, term, condition"), and **χείλος** (*hílos*, "lip"). Those form the plural genitive in **-έων**: **ανθέων** (*ántheon*), **ορέων** (*oréon*), **χειλέων** (*hiléon*).

Nouns similar to **μέγεθος** (*méyethos*, "size"):

1. **έδαφος** (*édafos*, "ground, soil, land, territory"),
2. **στέλεχος** (*stélehos*, "executive, stub, stem, strain") etc.

### Notes:

- The vocative case of these nouns is rarely used.
- The neuter noun **πέλαγος** (*pélagos*, "(open) sea") forms the alternative form:

1. **πέλαγο** (*pélago*) in the singular nominative, accusative, and vocative case
2. **πελάγου / πέλαγου** (*pelágu/ pélagu*) in the singular genitive
3. **πέλαγα** (*péлага*) in the plural nominative, accusative and vocative case.

### 3. Parisyllabic feminine -ος (-os) ending nouns

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These nouns are considered **archaic and scholarly** in Greek due to their **-ος** ending, which makes them resemble **-ος** ending masculine nouns.

The nouns that belong in this category are **oxytone** (accented in the last syllable), **paroxytone** (accented in the second-to-last syllable), and **proparoxytone** (accented in the third-to-last syllable.) Let's see their declension using nouns from this lesson:

**Ισοσύλλαβα θηλυκά ουσιαστικά σε -ος**  
*(Isosíllava thiliká usiastiká se -os)*  
**Parisyllabic feminine -ος (-os) ending nouns**

	Oxytone	Paroxytone	Proparoxytone
<b>Case</b>	<b>ηθοποιός</b> <i>ithoriós, "actor, actress"</i>	<b>λεωφόρος</b> <i>leofóros, "avenue"</i>	<b>έξοδος</b> <i>éxodos, "entrance"</i>
<b>Singular</b>			
<b>Nominative</b>	<b>η ηθοποι-ός</b>	<b>η λεωφόρ-ος</b>	<b>η έξοδ-ος</b>
<b>Genitive</b>	<b>της ηθοποι-ού</b>	<b>της λεωφόρ-ου</b>	<b>της εξόδ-ου*</b>
<b>Accusative</b>	<b>την ηθοποι-ό</b>	<b>τη λεωφόρ-ο</b>	<b>την έξοδ-ο</b>
<b>Vocative</b>	<b>ηθοποι-έ</b>	<b>λεωφόρ-ε</b>	<b>έξοδ-ε</b>
<b>Plural</b>			
<b>Nominative</b>	<b>οι ηθοποι-οί</b>	<b>οι λεωφόρ-οι</b>	<b>οι έξοδ-οι</b>
<b>Genitive</b>	<b>των ηθοποι-ών</b>	<b>των λεωφόρ-ων</b>	<b>των εξόδ-ων*</b>
<b>Accusative</b>	<b>τις ηθοποι-ούς</b>	<b>τις λεωφόρ-ους</b>	<b>τις εξόδ-ους*</b>
<b>Vocative</b>	<b>ηθοποι-οί</b>	<b>λεωφόρ-οι</b>	<b>έξοδ-οι</b>

\* The oxytone and paroxytone nouns of this category don't have any changes in their accentuation, but the proparoxytone nouns (example 3) move their accent mark one position to the right in the genitive case (singular and plural) and in the plural accusative.

**Notes:**

1. The declension of these nouns is the same as the declension of **parisyllabic masculine -ος** ending nouns that we saw in the previous lesson. In addition, some of these nouns, usually profession nouns, are common for both genders such as the noun **ηθοποιός** (*ithopriós*, "actor, actress").
2. **The vocative case** of these nouns, which might end in either **-ε** or **-ο** just like in the masculine gender, is extremely rarely used.
3. It is also extremely rare but it is possible for some nouns to have the alternative ending **-εξ** in both the **nominative and accusative of the plural number**.

#### For example:

1. οι **μέθοδοι** AND οι **μέθοδες** - τις **μεθόδους** AND τις **μέθοδες** (no accent move)  
(*i méthodi* AND *i méthodes* - *tis methódus* AND *tis méthodes*, "the methods")

#### Nouns similar to ηθοποιός (*ithopriós*, "actor, actress"):

1. **ατραπός** (*atrapós*, "path, trail (dated)"),
2. **θαλαμηγός** (*thalamigós*, "yacht"),
3. **κιβωτός** (*kivotós*, "ark"),
4. **οδός** (*odós*, "street"),
5. **στενωπός** (*stenopós*, "neck of the woods") etc.

#### Nouns similar to λεωφόρος (*leofóros*, "avenue"):

1. **άμμος** (*ámos*, "sand"),
2. **Βίβλος** (*Vívlós*, "Bible"),
3. **νήσος** (*nísos*, "island (scholarly)"),
4. **ψήφος** (*psífos*, "vote, ballot") etc.

#### Nouns similar to έξοδος (*éxodos*, "exit, exodus, outing"):



1. **άνοδος** (*ánodos*, "ascend, rise"),
2. **διαγώνιος** (*diagónios*, "diagonal"),
3. **διάλεκτος** (*diálektos*, "dialect"),
4. **εγκύκλιος** (*engíklios*, "bulletin"),
5. **είσοδος** (*ísodos*, "entrance"),
6. **επέτειος** (*epétios*, "anniversary"),
7. **κάθοδος** (*káthodos*, "descent"),
8. **Κόρινθος** (*Kórinthos*, "Corinth"),
9. **μέθοδος** (*méthodos*, "method"),
10. **παράγραφος** (*parágrafos*, "paragraph"),
11. **περίοδος** (*períodos*, "period"),
12. **πρόοδος** (*próodos*, "progress, advancement, progression"),
13. **σύνοδος** (*sínodos*, "meeting, conference"),
14. **χερσόνησος** (*hersónisos*, "peninsula"), etc.

## Review

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So remember, to ask about a choice you need to use an interrogative pronoun meaning "who" or "which (one)" in the accusative case, followed by an optional complement, such as a noun phrase in the accusative case as well, or a prepositional phrase with the preposition "of". Then use a transitive verb in the form that agrees with the subject, and close with another complement if it's necessary.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #14

## Asking About Ownership

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 6 Grammar

# 14

## GREEK

1. Κορίτσια, ποιανής είναι αυτή η καφετιά τσάντα;
2. Τίνος είναι ο καφές αυτός;
3. Ποιας είναι το σκουλαρίκι;
4. Τίνος παπούτσια είναι αυτά;
5. Άννα, ποιανού είναι αυτό;
6. Ποιανών είναι αυτές οι ζωγραφιές;

## ROMANIZATION

1. Korítsia, pianís íne aftí i kafetiá tsánda?
2. Tínos íne o kafés aftós?
3. Pias íne to skularíki?
4. Tínos papútsia íne aftá?
5. Ána, pianú íne aftó?
6. Pianón íne aftés i zogرافیés?

## ENGLISH

1. Girls, whose brownish bag is this?

CONT'D OVER

2. Whose coffee is this?
3. Whose earring is this?
4. Whose shoes are these?
5. Anna, whose is this?
6. Whose drawings are these?

## VOCABULARY

Greek	Romanization	English	Class	Gender
κυρία	kiría	madam	noun	feminine
δεσποινίς	despoinís	Miss	noun	feminine
μικρέ	mikré	kid	adjective	
παιδιά	pediá	guys	noun	neutral
μπαμπά	babá	dad	noun	masculine

## SAMPLE SENTENCES

<p><b>Κυρία, ποιανού είναι αυτό το τετράδιο;</b>  <i>Kiría, pianú íne aftó to tetráδιο?</i></p> <p>"Ma'am, whose notebook is this?" (asking a teacher)</p>	<p><b>Κυρία, μπορώ να σας ρωτήσω κάτι;</b>  <i>Kiría, boró na sas rotíso káti?</i></p> <p>"Madam, may I ask you something?"</p>
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<p><b>Δεσποινίς, ποιας είναι αυτή η εσάρπα;</b>  <i>Despinís, pias íne aftí i esárpa?</i></p> <p>"Miss, whose shawl is this?"</p>	<p><b>Μικρέ, ποιανού είσαι εσύ;</b>  <i>Mikré, pianú íse esí?</i></p> <p>"Hey kid, whose (child) are you?"</p>
<p><b>Παιδιά, ποιων είναι αυτές οι αποσκευές;</b>  <i>Pediá, pion íne aftés i aposkevés?</i></p> <p>"Guys, whose luggage is this?"</p>	<p><b>Μπαμπά, ποιανού είναι αυτό το μεγάλο σπίτι;</b>  <i>Babá, pianú íne aftó to megálo spíti?</i></p> <p>"Dad, whose big house is this?"</p>

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the first element:

(**κλιτική προσφώνηση**) + ποιου/τίνος/ποιανού/ποιας/ποιανής + ρήμα «είμαι» + ονομαστική φράση στην ονομαστική

(*klitikí profónisi*) + *piau/tínos/pianú/pias/pianís* + *ríma "íme"* + *onomatikí frási stin onomastikí*

"(**Vocative expression**) + whose + verb "to be" + noun phrase in the nominative?"

1. **Κορίτσια**, ποιανής είναι αυτή η καφετιά τσάντα;  
*Korítsia, pianís íne aftí i kafetiá tsándá?*  
 "Girls, whose brownish bag is this?"

Replace "vocative expression" for:

Word Class

Gender

Target

Romanization

English

κύριε, κυρία	<i>kírie, kiría</i>	sir, madam/ ma'am	noun	masculine, feminine
δεσποινίς	<i>despinís</i>	miss (vocative)	noun	feminine
μικρέ	<i>mikré</i>	kid, kiddo (vocative)	adjective	masculine
παιδιά	<i>pediá</i>	kids/guys (vocative)	noun	neuter
μπαμπά	<i>babá</i>	dad (vocative)	noun	masculine

### Sample Sentences:

1. Κυρία, ποιανού είναι αυτό το τετράδιο;  
*Kiría, pianú íne aftó to tetráδιο?*  
"Ma'am, whose notebook is this?" (asking a teacher)
2. Δεσποινίς, ποιας είναι αυτή η εσάρπα;  
*Despinís, pias íne aftí i esárpa?*  
"Miss, whose shawl is this?"
3. Μικρέ, ποιανού είσαι εσύ;  
*Mikré, pianú íse esí?*  
"Hey kid, whose (child) are you?"
4. Παιδιά, ποιων είναι αυτές οι αποσκευές;  
*Pediá, pion íne aftés i aposkevés?*  
"Guys, whose luggage is this?"

5. Μπαμπά, ποιανού είναι αυτό το μεγάλο σπίτι;  
*Babá, pianú íne aftó to megálo spíti?*  
"Dad, whose big house is this?"

## GRAMMAR

### The Focus of This Lesson is Asking About Ownership

Use the following pattern to ask to whom somethings belongs.

**(κλιτική προσφώνηση) + ποιου/τίνος/ποιανού/ποιας/ποιανής + ρήμα «είμαι» + ονομαστική φράση στην ονομαστική**  
**(klitikí prosfónisi) + piu/tínos/pianú/pias/pianís + ríma "íme" + onomatikí frási stin onomastikí**

**"(Vocative expression) + whose + verb "to be" + noun phrase in the nominative."**

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1. Κορίτσια, ποιανής είναι αυτή η καφετιά τσάντα;  
*Korítsia, pianís íne aftí i kafetiá tsánda?*  
"Girls, whose brownish bag is this?"

In this pattern, we are going to see for the first time how to address someone. Addressing someone is very common when asking a question, and in Greek this is done by using someone's name or a noun phrase in the vocative case. This word or phrase to address someone is called a 'vocative expression' and in this pattern, it is our first element.

After the vocative expression, which is actually optional, you will need to use an interrogative pronoun in the genitive case meaning "whose." In the singular, those are: ποιου or τίνος (*piu / tinos*) for both the masculine and the neuter gender, and ποιας (*pias*) for the feminine gender. In colloquial speech, the more casual forms ποιανού (*pianú*) for both the masculine and the neuter gender and ποιανής (*pianís*) for the feminine gender may be used instead. The pronoun needs to be in the genitive because it's the case that expresses ownership.

Next we'll need the verb "to be" followed by a noun phrase in the nominative which will be the subject i.e. it will be the item whose owner we are asking about. Remember, the verb "to be" always needs to agree in person and number with the subject.

## 1. The vocative case

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In everyday life, we use the vocative case (κλιτική - *klitiki*) to call or address people, animals, or animate and inanimate things in general.

1. Γεια σου, **Ελένη**.  
*Ya su **Eléni**.*  
"Hi, **Helen**."
2. Έλα 'δω, **σκυλάκι**!  
*Éla 'do, **skiláki**!*  
"Come here, **doggie**!"
3. **Ηλίθιο τηλεκοντρόλ**! Γιατί δεν λειτουργείς;  
***Ilíthio tilekondról!** Yatí den lituryís?*  
"**Stupid remote**! Why aren't you working?"
4. Ω **Θεέ** μου!  
*O **Theé** mu!*  
"Oh my **God**!"

Articles and most pronouns don't have a vocative case but **proper names, nouns, adjectives**, and **passive voice participles ending in -μένος/-η/-ο** (-*ménos/-i/-o*) do have it. Such words can be used in speech alone or in any combination:

1. **Γιατρέ**, πονάω. (noun)  
***Yatré**, ponáo.*  
"**Doctor**, I'm in pain."
2. Σας ευχαριστώ πολύ, **κύριε Παπαδόπουλε**. (noun + proper name)  
*Sas epharistó polí, **kírie Papadópule**.*  
"Thank you very much, **Mr. Papadopoulos**."
3. Τι κάνεις, **αγαπητέ** μου; (adjective)  
*Ti kánis, **agapité** mu?*  
"How are you, my **dear**?"
4. **Αγαπημένα** μου **παιδιά**, μου λείπετε! (participle + noun)  
***Agapiména** mu **pediá**, mu lípete!*  
"My **beloved children**, I miss you!"



## Formation of the vocative case

In the plural number of all genders, the vocative case is identical to the nominative case. However, in the singular number, there are some changes in the endings of words that you need to know. More specifically:

### In the neuter gender:

The forms are identical to the nominative case.

### In the feminine gender:

The forms are identical to the nominative case except for feminine words ending in **-ος** (-os). Those words have an **-ε** (-e) ending usually in the vocative case.

### For example:

1. **η γιατρός → γιατρέ**  
*i yatrós → yatré*  
"doctor"

### In the masculine gender:

For masculine words, the general rule consists of two main points:

- The **words that end in -ας** (-as,) **-ης** (-is,) **-ούς** (-ús,) **-ές** (-és,) form the vocative case by **removing their final -ς** (-s).

1. **Κώστας → Κώστα** (*Kóstas → Kósta*) - "Kostas"
2. **Αλέξης → Αλέξη** (*Aléxis → Aléxi*) - "Alexis"
3. **παππούς → παππού** (*parús → parú*) - "grandfather"
4. **καφές → καφέ** (*kafés → kafé*) - "coffee"

- The **words that end in -ος\*** (-os) will form the vocative case with an **-ε** (-e) ending.

1. **δάσκαλος → δάσκαλε** (*dáskalos → dáskale*) - "teacher"
2. **δικηγόρος → δικηγόρε** (*dikigóros → dikigóre*) - "lawyer"
3. **ήλιος → ήλιε** (*ílios → ílie*) - "sun"

4. **δήμαρχος** → **δήμαρχε** (*dímarhos* → *dímarhe*) - "mayor"
5. **κύριος Βρεττός** → **κύριε Βρεττέ** (*kírios Vretós* → *kírie Vreté*) - "Mr. Vrettos"
6. **κύριος Χριστόπουλος** → **κύριε Χριστόπουλε** (*kírios Hristópulos* → *kírie Hristópule*) - "Mr. Christopoulos"
7. **Αλέξανδρος** → **Αλέξανδρε** (*Aléxandros* → *Aléxandre*) - "Alexander"

\* However, there are some **exceptions** in the second case where words ending in -ος (-os) (usually masculine first or last names of people) form the vocative case with an -ο (-o) ending instead of an -ε (-e) ending. For more information, check out the notes regarding the vocative case in our Grammar Bank.

### Note:

Foreign words (such as names, among others) that **haven't been adapted** to the Greek declension system maintain the same form at all times regardless of their grammatical case or gender. For example:

1. **ο κύριος Φιλέας Φογκ** → **κύριε Φιλέα Φογκ**  
*o kírios Filéas Fog* → *kírie Filéa Fog*  
 Mr. Phileas Fogg

### Punctuation

When we have a sentence that consists of nothing but a standalone vocative case, then we add an exclamation mark at the end of the sentence. But when the vocative case is within a sentence, it needs to be separated by a comma (or commas) from the rest of the sentence elements - either it's in the beginning, the middle, or the end:

1. **Μαμά!**  
*Mamá!*  
 "Mom!"
2. **Μαμά, είσαι εδώ;**  
*Mamá, íse edó?*  
 "Mom, are you here?"

## 2. The predicate of a subject in genitive

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The genitive case has many uses in grammar, For example it can be used to express a **direct** or an **indirect object**, it could be an **adverbial** or **nominal determiner** and more. In this lesson's main example we are seeing the interrogative pronoun **ποιανής** (*pianís*, "whose") in the genitive being used as the **predicate of a subject**, indicating a certain attribute the subject has. This predicate in genitive is called "predicative genitive" or γενική κατηγορηματική (*yenikí katigorimatikí*) in Greek.

## Explanation

In a previous lesson we mentioned that when there is a **linking verb** in a clause or a sentence, such as the verb "to be," if there is a **subject's predicate**, it is usually in the nominative case for declinable words.

### For example:

1. Εγώ είμαι μαθητής.  
*Egó íme mathitís.*  
"I am a student." (nominative)

However, sometimes that predicate can be a **noun phrase in the genitive case**. This "predicative genitive," just like all subject predicates, indicates a certain attribute the subject has and can denote many things such as:

- **Ownership: Possessive genitive** (γενική του κτήτορα - *yenikí tu ktítora*)

1. Ποιανού είναι αυτό;  
*Pianú íne aftó?*  
"Whose is this?"

This is how the genitive is used in the pattern we are studying in this lesson.

- **Something that is part of a bigger group: Separative genitive** (γενική διαιρετική - *yenikí dieretikí*):

1. Αυτή η κυρία είναι της υψηλής τάξης.  
*Aftí i kiría íne tis ipsilís táxis.*  
"This lady is of the upper class."

- **Matter: Genitive of matter** (γενική της ύλης - *yenikí tis ílis*):

1. Το ξύλο **είναι οξιάς**.

*To xílo íne oxíás.*

"The wood **is** from a **beech tree**." (lit. "The wood is of beech tree.")

- **Property: Genitive of property** (γενική της ιδιότητας - *yenikí tis idiótitas*):

1. Το ξενοδοχείο **ήταν τεσσάρων αστέρων**.

*To xenodohío ítan tesáron astéron.*

"The hotel **was** a **four-star** hotel." (lit. "The hotel was of four-stars.")

- **Measurement: Genitive of measure, quantity or value** (γενική του μέτρου, του ποσού ή της αξίας - *yenikí tu métru, tu posú í tis axías*):

1. Το χαρτονόμισμα **είναι των πέντε ευρώ**.

*To hartonómisma íne ton pénde evró.*

"The bill **is** of **five euros**."

### 3. -ής, -ιά, and -ί (-ís, -iá, -í) ending adjectives

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**-ής, -ιά, -ί (-ís, -iá, -í) adjective**

**ΚΑΦΕΤΗΣ, ΚΑΦΕΤΙΑ, ΚΑΦΕΤΙ**  
(*kafetís, kafetiá, kafetí*, "brownish")

**Singular**

Case	Masculine	Feminine	Neuter
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<b>Nominative</b>	<b>Ο ΚΑΦΕΤ-ΗΣ</b> (o kafetís)	<b>Η ΚΑΦΕΤ-ΙΑ</b> (i kafetiá)	<b>ΤΟ ΚΑΦΕΤ-Ι</b> (to kafetí)
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<b>Genitive</b>	<b>ΤΟΥ ΚΑΦΕΤ-Η/ -</b> <b>ΙΟΥ*</b> (tu kafetí/-iú)	<b>ΤΗΣ ΚΑΦΕΤ-ΙΑΣ</b> (tis kafetiás)	<b>ΤΟΥ ΚΑΦΕΤ-Ι/ -</b> <b>ΙΟΥ*</b> (tu kafetí/-iú)
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<b>Accusative</b>	<b>ΤΟΝ ΚΑΦΕΤ-Η</b> (ton kafetí)	<b>ΤΗΝ ΚΑΦΕΤ-ΙΑ</b> (tin kafetiá)	<b>ΤΟ ΚΑΦΕΤ-Ι</b> (to kafetí)
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<b>Vocative</b>	<b>ΚΑΦΕΤ-Η</b> (kafetí)	<b>ΚΑΦΕΤ-ΙΑ</b> (kafetiá)	<b>ΚΑΦΕΤ-Ι</b> (kafetí)
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## Plural

<b>Nominative</b>	<b>ΟΙ ΚΑΦΕΤ-ΙΟΪ</b> (i kafetií)	<b>ΟΙ ΚΑΦΕΤ-ΙΕΣ</b> (i kafetiés)	<b>ΤΑ ΚΑΦΕΤ-ΙΑ</b> (ta kafetiá)
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<b>Genitive</b>	<b>ΤΩΝ ΚΑΦΕΤ-ΙΩΝ*</b> (ton kafetión)	<b>ΤΩΝ ΚΑΦΕΤ-ΙΩΝ</b> (ton kafetión)	<b>ΤΩΝ ΚΑΦΕΤ-ΙΩΝ*</b> (ton kafetión)
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<b>Accusative</b>	<b>ΤΟΥΣ ΚΑΦΕΤ-ΙΟΥΣ</b> (tus kafetiús)	<b>ΤΙΣ ΚΑΦΕΤ-ΙΕΣ</b> (tis kafetiés)	<b>ΤΑ ΚΑΦΕΤ-ΙΑ</b> (ta kafetiá)
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## Vocative

**ΚΑΦΕΤ-ΙΟΪ**  
(*kafetiî*)

**ΚΑΦΕΤ-ΙΕΪΣ**  
(*kafetiés*)

**ΚΑΦΕΤ-ΙΑ**  
(*kafetiá*)

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\* The genitive case (singular and plural) of the masculine and neuter forms is rarely used, except in cases where the speech is casual.

### Similar -ής, -ιά, -ί (-ίς, -ιά, -ί) adjectives (usually adjectives of color):

1. **βυσσινής** (*visinís*) "crimson,"
2. **κανελής** (*kanelís*) "cinnamon (color),"
3. **μαβής** (*mavís*) "purple,"
4. **μενεξεδής** (*menexedís*) "lilac (color),"
5. **ουρανής** (*uranís*) "sky blue,"
6. **πορτοκαλής** (*portokalís*) "orange (color),"
7. **σταχτής** (*stahtís*) "gray ash (color),"
8. **χρυσαφής** (*hrisafís*) "golden (color)" etc.

## Review

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So remember, to ask to whom something belongs, you can start with an optional vocative expression followed by an interrogative pronoun in the genitive case meaning "whose," then the verb "to be," and close with a noun phrase in the nominative to express the subject.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #15

## Talking About Your Habits

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 6 Grammar

# 15

## GREEK

1. (Εμείς) παίζαμε ποδόσφαιρο κάθε Κυριακή.
2. Πηγαίνω διακοπές κάθε Αύγουστο.
3. Κολυμπάω στη θάλασσα κάθε πρωί.
4. Τρώγανε έξω κάθε βράδυ.
5. Δεν κάνει γιόγκα κάθε μέρα.
6. Κάνεις υπερωρίες κάθε εβδομάδα;

## ROMANIZATION

1. (Emís) pézame podósfero κάθε Kiriakí.
2. Piyéno diakopés κάθε Ávgusto.
3. Kolimbáo sti thálasa κάθε proí.
4. Trógane éxo κάθε vrádi.
5. Den káni yóga κάθε méra.
6. Kánis iperoríes κάθε evdomáda?

## ENGLISH

1. We used to play soccer every Sunday.

CONT'D OVER



2. I go on vacation every August.
3. I swim in the sea every morning.
4. They were eating out every night.
5. (S)he doesn't do yoga every day.
6. Do you work extra hours every week?

## VOCABULARY

Greek	Romanization	English	Class	Gender
χρόνος	hrónos	year	noun	masculine
μήνας	minas	month	noun	masculine
25η Μαρτίου	ikostí pémpthi Martíu	25th of March	phrase	
Πάσχα	Páscha	Easter	proper noun	neutral
μεσημέρι	mesiméri	noon	noun	neutral

## SAMPLE SENTENCES

<p><b>Πηγαίναμε στο φεστιβάλ κάθε χρόνο.</b>  <i>Piyéname sto festivál káthe hróno.</i></p> <p>"We used to go to the festival every year."</p>	<p><b>Πληρώνομαι κάθε τέλος του μήνα.</b>  <i>Plirónome káthe télos tu mína.</i></p> <p>"I get paid every end of the month."</p>
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<p><b>Τον επόμενο μήνα θα πάω στη Ρώμη.</b>  <i>Ton epómeno mína tha páo sti Rómi.</i></p> <p>"Next month I am going to Rome."</p>	<p><b>Κάθε 25η Μαρτίου συμμετέχει στην παρέλαση.</b>  <i>Káthe ikostí pémpiti Martíu simetéhi stin parélasí.</i></p> <p>"Every 25th of March, he participates in the parade."</p>
<p><b>Η μητέρα βάφει αυγά και φτιάχνει κουλουράκια και τσουρέκια κάθε Πάσχα.</b>  <i>I mitéra váfi avgá ke ftiáhni kulurákia ke tsurékia káthe Páscha.</i></p> <p>"The mother dyes eggs and makes Easter cookies and bread every Easter."</p>	<p><b>Κάθε Πάσχα η οικογένειά μου μαζεύεται στο εξοχικό μας για το ψήσιμο του οβελία.</b>  <i>Káthe Páscha i ikoyéniá mu mazévete sto exohikó mas ya to psísimo tu ovelía.</i></p> <p>"Every Easter my family gathers on our countryside house for the spit roasting of the lamb."</p>
<p><b>Κάθε μεσημέρι μετά το φαγητό ρίχνω έναν υπνάκο.</b>  <i>Káthe mesiméri μετά to fayitó ríhno énan ipnáko.</i></p> <p>"Every afternoon after lunch I take a nap."</p>	

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the third element:

κύρια πρόταση + κάθε + **χρονικός προσδιορισμός**  
*kíria prótasi + káthe + hronikós prozdiorizmós*  
 "Main clause + every + **definition of time.**"

1. (Εμείς) παίζαμε ποδόσφαιρο κάθε **Κυριακή.**  
*(Emís) pézame podósfero káthe Kiriakí.*  
 "We used to play soccer every **Sunday.**"

Replace "definition of time" for:			Word Class	Gender
Target	Romanization	English		
χρόνος	<i>hrónos</i>	year	noun	masculine
μήνας	<i>mínas</i>	month	noun	masculine
25η Μαρτίου	<i>ikostí pémpiti Martíu</i>	25th of March	phrase	
Πάσχα	<i>Páscha</i>	Easter	proper noun	neuter
μεσημέρι	<i>mesiméri</i>	noon	noun	neuter

### Sample Sentences:

1. Πηγαίναμε στο φεστιβάλ κάθε χρόνο.  
*Piyéname sto festivál káthe hróno.*  
"We used to go to the festival every year."
2. Πληρώνομαι κάθε τέλος του μήνα.  
*Plirónome káthe télos tu mína.*  
"I get paid every end of the month."

3. Κάθε 25η Μαρτίου συμμετέχει στην παρέλαση.  
*Káthe ikostí pémpthi Martíu simetéhi stin parélassi.*  
"Every 25th of March, he participates in the parade."
4. Η μητέρα βάφει αυγά και φτιάχνει κουλουράκια και τσουρέκια κάθε Πάσχα.  
*I mitéra váfi avgá ke ftiáhni kulurákia ke tsurékia káthe Páscha.*  
"The mother dyes eggs and makes Easter cookies and bread every Easter."
5. Κάθε μεσημέρι μετά το φαγητό ρίχνω έναν υπνάκο.  
*Káthe mesiméri metá to fayitó ríhno énan ipnáko.*  
"Every afternoon after lunch I take a nap."

## GRAMMAR

### The Focus of This Lesson is Discussing One's Habits

Use the following pattern to discuss one's habits.

**κύρια πρόταση + κάθε + χρονικός προσδιορισμός**  
***kíria prótasi + káthe + hronikós prozdiorizmós***  
**"Main clause + every + definition of time."**

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1. (Εμείς) παίζαμε ποδόσφαιρο κάθε Κυριακή.  
*(Emís) pézame podósfero káthe Kiriakí.*  
"We used to play soccer every Sunday."

The first element of this pattern is a main clause. A main clause in Greek is a phrase or a part of a sentence that has a complete meaning on its own and doesn't depend on other phrases in order to complete its meaning and make sense. In Greek, a main clause can be as simple as a single verb, showing that someone is doing or receiving an action, or that he's in a certain state. Since the verb itself shows also the person, either the 1st, 2nd or 3rd, using a pronoun or any other word as a subject is not necessary to have a complete meaning and therefore a valid main clause. However, a main clause may also include the subject, if necessary, as well as other elements too, such as an object or a predicate, among others.

Let's move on to the second element of this pattern now which is the indeclinable indefinite pronoun *κάθε* (*káthe*) meaning "every." This pronoun is usually used as an adjective to define nouns of any gender and case since it's indeclinable and its form never changes. In this sentence structure, this pronoun indicates that the action of the main clause happens repetitively at specific intervals, so you can use it to describe things such as habits or repetitive actions in general.

The third element of this pattern is a definition of time. Since the word before this element is the word for "every", we need to define here how often that particular action we are talking about in the main clause takes place. This definition of time does not require an article and it could be a specific date like "the 4th of July", a day of the week like "Wednesday", a month like "January", a season like "spring" or any noun expressing a certain time period such as the noun "morning", among other things.

Finally, Greek word order is relatively flexible, so here you can also swap the first element around, i.e. the main clause, and bring it to the end of the sentence pattern after the definition of time without affecting the meaning of the sentence.

## 1. Indefinite pronouns

We use the indefinite pronouns to refer to a thing or a person whose name we don't know or we don't want to mention. There are many types of indefinite pronouns in Greek, but in this lesson we will focus on only one type:

<b>Masculine</b>	<b>καθένας</b> ( <i>kathénas</i> )	"every (single) one, each"
<b>Feminine</b>	<b>καθεμιά/καθεμία</b> ( <i>kathemiá/kathemía</i> )	"every (single) one, each"
<b>Neuter</b>	<b>κάθενα</b> ( <i>kathéna</i> )	"every (single) one, each"
<b>All genders (indeclinable)</b>	<b>κάθε</b> ( <i>káthe</i> )	"every"

These pronouns are declined like the indefinite articles **ένας** (*énas*,) **μια/μία** (*mia/mía*,) **ένα** (*éna*) meaning "a(n)" (see lesson 1) or "one," if used as indefinite pronouns or numerals. They can function like a noun (see examples 1-3 below) except for **κάθε** (*káthe*) which is indeclinable, and its use is mainly as an adjective defining a noun of any gender and case.

**Κάθε** (*káthe*) might be preceded by an optional definite article that "agrees" with the noun it defines when it's part of a **noun phrase\*** or **after certain prepositions** (see example 4).

\* Such noun phrases can be a subject (see example 5), an object (see example 6), or a nominal determiner (see example 7). A nominal determiner is a noun phrase that completes the meaning of a different noun or noun phrase.

However, when **κάθε** (*káthe*) is used in a phrase that is an adverbial determiner, i.e. in a phrase that has an adverbial function, like in the pattern we are seeing in this lesson (defining time and answering the question "When/How often?"), then **κάθε** (*káthe*) is **never** preceded by the definite article (see example 8).

### Examples:

1. **Καθενός** ο χαρακτήρας είναι διαφορετικός. (noun function)  
*Kathenós* o haraktíras íne diaforetikós.  
"Everyone's character is different."
2. **Η καθεμιά** παίρνει από ένα. (noun function)  
*I kathemiá* péрни από ένα.  
"Everyone (females) takes one."
3. Λέει λίγα λόγια για **το καθένα**. (noun function)  
*Léi líga lóga* ya **to kathéna**.  
"(S)he is saying a few words for **each one**."
4. Η δασκάλα δίνει μια κόλλα χαρτί **σε/(στον) κάθε μαθητή**. (after the preposition σε, se)  
*I daskála* dínι *mia kóla hartí* **se/(ston) káthe mathití**.  
"The teacher gives a piece of paper to every/(each) **student**."
5. **(Το) Κάθε παιδί** είναι ξεχωριστό. (subject)  
**(Το) Κάθε pedí** íne xehoristó.  
"Every **child** is unique."

6. Βοηθάει (**τον**) **κάθε άστεγο** που συναντάει. (object)  
*Voitháí (ton) **káthe ástego** pu sinandáí.*  
 "(S)he helps **every homeless person** that (s)he meets."
7. Αυτό είναι υποχρέωση (**του**) **κάθε εργαζόμενου**. (nominal determiner completing the noun "obligation")  
*Aftó íne ipohréosi (**tu**) **káthe ergazómenu**.*  
 "This is **every worker's** obligation."
8. Κάνω διαλογισμό **κάθε πρωί**. (adverbial determiner answering to "When/How often?")  
*Káno dialoyizmó **káthe proí**.*  
 "I meditate **every morning**."

## 2. Past progressive tense (active voice)

With this tense, which in Greek is called παρατατικός (*paratatikós*), you can express an action that was happening continuously in the past, like a habit, for example. This tense is equivalent to the English past progressive, but you can also use it to express things like when you say "I used to..."

To form a verb in the past progressive tense, we use the same stem as the present tense stem, so the main body of a regular verb remains the same. What you need to learn here is a few new sets of endings. Also, this tense requires a verb augmentation for some verbs. That augmentation is basically adding an extra syllable before the verb's main stem.

### For example:

1. **παίζω → έπαιζα**  
*pézo → épeza*  
 "I play → I was playing")

We'll study verb augmentation and the verbs that get augmented further below in the third grammar point.

Now, let's conjugate some verbs in the active voice past progressive tense. Pay special attention to the endings:

## Active voice, past progressive tense

1st conjugation	2nd conjugation 1st class	2nd conjugation 2nd class
<b>πηγαίνω</b> ( <i>piyéno</i> , "to go")	<b>κολυμπάω/-ώ</b> ( <i>kolimbáoo/-ó</i> , "to swim")	<b>μπορώ</b> ( <i>boró</i> , "can")
<b>Singular</b>		
<b>πήγαινα</b> ( <i>piyén-a</i> , "I was going")	<b>κολυμπ-ούσα / κολύμπ-αγα*</b> ( <i>-úsa/-aga</i> , "I was swimming")	<b>μπορ-ούσα</b> ( <i>bor-úsa</i> , "I could")
<b>πήγαινες</b> ( <i>piyén-es</i> , "you were going")	<b>κολυμπ-ούσες / κολύμπ-αγες*</b> ( <i>-úses/-ages</i> , "you were swimming")	<b>μπορ-ούσες</b> ( <i>bor-úses</i> , "you could")
<b>πήγαινε</b> ( <i>piyén-e</i> , "(s)he/it was going")	<b>κολυμπ-ούσε / κολύμπ-αγε*</b> ( <i>-úse/-age</i> , "(s)he/it was swimming")	<b>μπορ-ούσε</b> ( <i>bor-úse</i> , "(s)he/it could")
<b>Plural</b>		



---

**πηγαίν-αμε**

(*piyén-ame*, "we were going")

**κολυμπ-ούσαμε /****κολυμπ-άγαμε\***

(*-úsame/-ágame*, "we were swimming")

**μπορ-ούσαμε**

(*bor-úsame*, "we could")

---

**πηγαίν-ατε**

(*piyén-ate*, "you were going")

**κολυμπ-ούσατε /****κολυμπ-άγατε\***

(*-úsate/-ágate*, "you were swimming")

**μπορ-ούσατε**

(*bor-úsate*, "you could")

---

**πήγαιν-αν / πηγαίν-ανε**

(*piyén-an / piyén-ane*, "they were going")

**κολυμπ-ούσαν(ε) /****κολύμπ-αγαν\*** /**κολυμπ-άγανε\***

(*-úsan(e)/-agan/-ágane*, "they were swimming")

**μπορ-ούσαν(ε)**

(*bor-úsan(e)*, "they could")

---

\* *The alternative forms in the table are more colloquial expressions.*

If you have a closer look and compare the three ending patterns, you will see that essentially they all end in:

---

**Singular**

---

1st person

**-α (-a)**

2nd person

**-ες (-es)**

---

---

3rd person

-ε (-e)

---

## Plural

---

1st person

-αμε (-ame)

2nd person

-ατε (-ate)

3rd person

-αν(ε) (-an(e))

---

The only difference is that the 2nd conjugation group verbs, include the syllable **-ούσ-** (-ús-) in the ending and the 1st class verbs may also use the alternative and more casual **-αγ-** (-ag-) instead of the **ούσ-** (-ús-) part.

### 3. Verb augmentation

---

The verb augmentation (αύξηση, *áfxisi*) is another verb formation element.

But what is verb augmentation? In ancient Greek, all verbs that started with a consonant would get an ε- (e-) at their beginning in the past tenses, so these forms would have an extra syllable. The verbs that started with a vowel, on the other hand, would only change that vowel to an η- (i-) or an ω- (o-).

Today this phenomenon has survived in Greek grammar, but not 100% unfortunately! We will explain how augmentation works today and, with careful study, you will be able to form most verbs correctly in the past tenses of the **indicative mood\***. These tenses are **παρατατικός** (*paratatikós*) or "**past progressive**" and **αόριστος** (*áoristos*) or "**simple past**" (also called "**aorist**").

*\* The augmentation is only applied in the indicative mood (where the verb is presented as a certain and real statement). It is not applied in the subjunctive mood (which expresses a wish,*

an intention, or a desire) or in the imperative mood (which expresses a command). We will study these two latter moods in later lessons.

There are three types of augmentation:

1. **syllabic augmentation** (συλλαβική αύξηση, *silavikí áfxisi*)
2. **internal augmentation** (εσωτερική αύξηση, *esoterikí áfxisi*)
3. **vowel augmentation** (φωνηεντική αύξηση, *foniendikí áfxisi*)

## 1. Syllabic augmentation

This means adding the letter ε- (e-) in front of a verb when it's formed in any of the past tenses. As a result, the verb gets augmented by one syllable.

**For example:**

1. παίζω (*pézo*, "I play") → **έπαιζα** (*épeza*, "I was playing")

*(See the table at the end of these notes for a conjugated example.)*

The rule as to which verbs and which forms of these verbs get the syllabic augmentation is that:

1. The verb needs to start with a consonant, for example: **παίζω** (*pézo*) "to play."
2. The stem of the verb needs to have one syllable only. For example: **παίζ-ω** (*péz-o*).
3. The **ε-** (-e) is applied only on the past tenses of the **active voice of the first conjugation\* group of verbs that have a monosyllabic stem**, when they are formed in the **singular number** and in the **third person plural when the ending is -αν (-an)**.

\* *The **first conjugation** (or conjugation A) refers to all the regular verbs that end in an unaccented -ω (-o) in their dictionary form which basically is the first person singular of the active voice present tense of the indicative mood.*

We add an extra **ε-** (e-) at the beginning of these verb forms, because in modern Greek there is a tendency to form past tenses that get the accent in the antepenult (third to last syllable). Since these verbs have two syllables only (they are disyllabic) in some of their

forms, we need to add an extra syllable in the past tenses in order to satisfy this tendency. As a result, the augmentation always gets accented. If it loses the accent, then it can no longer be preserved.

The verb forms that get the syllabic augmentation are called "augmented" (αυξημένοι τύποι, *afximéni típi*).

### Exceptions:

Some irregular verbs get an extra **η-** (*i-*) instead of an extra **ε-** (*e-*):

1. θέλω (*thélo*, "I want") → **ἤθελα** (*íthela*, "I was wanting")
2. ξέρω (*xéro*, "I know") → **ἤξερα** (*íxera*, "I was knowing")

## 2. Internal augmentation

This is an extra **-ε-** (**-e-**) applied to some compound verbs (σύνθετα ρήματα, *síntheta rímata*) that consist of one or more prepositional prefixes. In this case, the **-ε-** (**-e-**) is added internally only, after the last prepositional prefix and before the main verb, in the past tenses of the active voice of the first conjugation group of verbs, in the singular number and in the third person plural **when the ending is -αν (-an)**.

### For example:

1. εἰσ- + πνέω = εἰσπνέω → **εἰσέπνεα**
2. *is-* + *pnéo* = *ispnéo* → *isérneá*

"toward inside" + "to blow" (for wind) = "to inhale" → "I was inhaling."

(See the table at the end of these notes for a conjugated example.)

Such prepositional prefixes usually come from ancient Greek:

1. **αμφι-** (*amfi-*, "both sides")
2. **ανα-** (*ana-*, "on top of/again/re-")
3. **αντι-** (*andi-*, "anti-")
4. **απο-** (*apo-*, "from")

5. **δια-** (*dia-*, "through")
6. **εισ-** (*is-*, "toward inside")
7. **εκ-\*** (*ek-*, "toward outside/ away from/ de-")
8. **εν/εμ/εγ/ελ-** (*en/ em/ eg/ el-*, "in")
9. **επι-** (*epi-*, "over")
10. **κατα-** (*kata-*, "downwards/ against")
11. **μετα-** (*meta-*, "trans-/meta-")
12. **προ-** (*pro-*, "pre-/ before/ previously/ in front of")
13. **προσ-** (*pros-*, "toward")
14. **συν-** (*sin-*, "with/ com-")
15. **υπερ-** (*iper-*, "super-/ hyper-/ above/ beyond")
16. **υπο-** (*ipo-* "hypo-/ under")

\* *Εκ-* (*ek-*) changes to *εξ-* before a vowel (and therefore before the *ε-* (**e-**) augmentation.)

### For example:

1. *εκφράζω* (*ekfrázo*, "I express") → *εξέφραζα* (*exéfraza*, "I was expressing").

This rule applies to most compound verbs with the following adverbial prefixes as well:

1. **πολύ-** (*polí-*, "very")
2. **πάρα-** (*pára-*, "a lot")
3. **καλά-** (*kalá-*, "good/ well")
4. **κακά-** (*kaká-*, "bad")
5. **κουτσά-** (*kutsá-*, "barely") and in some scholar verbs.

### For example:

1. **πολυγράφω** (*poligráfo*, "I write a lot.") → **πολυέγραφα** (*poliégrafa*, "I was writing a lot.")
2. **παραπίνω** (*parapíno*, "I drink too much.") → **παραέπινα** (*paraérina*, "I was drinking too much.")
3. **καλοτρώνω** (*kalotróo*, "I eat well.") → **καλοέτρωνα** (*kaloétroga*, "I was eating well.")
4. **κουτσοφτιάχνω** (*kutsoftiáchno*, "I barely make/ fix") → **κουτσοέφτιαχνα** (*kutsoéftiahna*, "I was barely making/ fixing")
5. **ενδιαφέρω** (*endiaféro*, "I am interested in") → **ενδιέφερα** (*endiéfera*, "I was interested in")

If the last preposition in a compound word ends in a vowel, except the prepositions **περι-** (*perí-*, "peri-/ around") and **προ-** (*pro-* "pre-/ before/ previously/ in front of"), this usually gets replaced by the **ε-** (*e-*).

### For example:

- 1.
2. **ανα + μετα + δίδω = αναμεταδίδω → αναμετέδιδα**  
*ana- + meta + dído = anametadído → anametédida*  
preposition **ανα-** (*ana-*, "on top of/ again/ re-") + preposition **μετα-** (*meta-*, "trans-/ meta-") + "to give" (scholarly) = "to retransmit" → "I was retransmitting."

but

1. **προ- + τρέπω = προτρέπω → προέτρεπα**  
*pro- + trépo = protrépo → proétrépa*  
preposition **προ-** (*pro-*, "pre-/ before/ previously/ in front of") + "to lead to" = "I incite/ encourage" → "I was inciting/encouraging"

### Exceptions:

- Internal augmentation might not apply to some verbs that are very connected with their prepositions:

1. **καταλαβαίνω** (*katalavéno*, "I understand") → **καταλάβαινα** (*katalávena*, "I was understanding")

- Internal augmentation might sometimes be optional, usually when the preposition is **ξανα-** (*xana-*, "again") and **προσ-** (*pros-*, "toward"):

1. **προσβάλλω** (*prozválo*, "I insult") → **προσέβαλλα** and **πρόσβαλλα** (*prosévala/ prózvala*, "I was insulting")
2. **ξαναγράφω** (*xanagráfo*, "I write again") → **ξαναέγραφα** and **ξανάγραφα** (*xanaégrafa/xanágrafa*, "I was writing again")

### 3. Vowel augmentation

This applies to a limited number of verbs, that start with a vowel (or double vowel) that gets accented in the past tenses. In this case, the initial vowel changes to **η-** (*i-*). Although this is called "vowel augmentation," the number of syllables in the verb remain the same.

**For example:**

1. **ελπίζω** (*elpízo*, "I hope") → **ήλπιζα** (*ílpiza*, "I was hoping")
2. **ελέγχω** (*elénho*, "I control") → **ήλεγχα** (*ílenha*, "I was controlling")
3. **αίρω** (*éro*, "I revoke") → **ήρα** - ήρα (*íra*, "I was revoking")

In the case of the compound verbs we mentioned above, there can be a combination of internal and vowel augmentation if the verb after the last prefix starts with a vowel sound that should be getting the accent in the past tenses. That vowel (or double vowel combination) will change to **η-** (*-i*) in most cases.

**For example:**

1. **υπάρχω** (*ipárho*, "I exist") → **υπήρχα** (*ipírha*, "I was existing")

(See the table below for a conjugated example.)

Here are some conjugated examples for each type of augmentation in the past progressive tense. We have separated the augmentation from the stem, prefixes, and the endings. The augmented verb forms have also been marked in bold:

## A) Syllabic augmentation

## B) Internal augmentation

## C) Vowel augmentation

1st conjugation verb  
**παίζω**  
(*pézo*, "to play")

1st conjugation verb  
**εισπνέω**  
(*ispnéo*, "to inhale")

1st conjugation verb  
**υπάρχω**  
(*ipárho*, "to exist")

### Active voice - Indicative - Past Progressive

#### Singular

**έ-παιζ-α**  
(*é-péz-a*, "I was playing")

**εισ-έ-πνε-α**  
(*is-é-pne-a*, "I was  
inhaling")

**υπ-ήρχ-α**  
(*ip-írh-a*, "I was existing")

**έ-παιζ-ες**  
(*é-péz-es*, "you were  
playing")

**εισ-έ-πνε-ες**  
(*is-é-pne-es*, "you were  
inhaling")

**υπ-ήρχ-ες**  
(*ip-írh-es*, "you were  
existing")

**έ-παιζ-ε**  
(*é-péz-e*, "(s)he/it was  
playing")

**εισ-έ-πνε-ε**  
(*is-é-pne-e*, "(s)he/it was  
inhaling")

**υπ-ήρχ-ε**  
(*ip-írh-e*, "(s)he/it was  
existing")

#### Plural



---

παίζ-αμε  
(péz-ame, "we were playing")

εισ-πνέ-αμε  
(is-pné-ame, "we were inhaling")

**υπ-ήρχ-αμε**  
(ip-írh-ame, "we were existing")

---

παίζ-ατε  
(péz-ate, "you were playing")

εισ-πνέ-ατε  
(is-pné-ate, "you were inhaling")

**υπ-ήρχ-ατε**  
(ip-írh-ate, "you were existing")

---

έ-παιζ-αν\* / παίζ-ανε  
(é-pez-an / péz-ane, "they were playing")

**εισ-έ-πνε-αν\* / εισ-πνέ-ανε**  
(is-é-pne-an/is-pné-ane, "they were inhaling")

**υπ-ήρχ-αν(ε)**  
(ip-írh-an(e), "they were existing")

---

\*In these third person plural forms, the augmentation applies only when the ending is -αν (-an.) Choosing the alternative ending -ανε (-ane) eliminates the augmentation, because the accent goes naturally in the antepenult syllable, so in the syllables παίζ- (péz-) and πνέ- (pné-) of the stems.

## Review

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So remember, to discuss one's habits, start with a main clause to express an action and who does it, continue with the indeclinable indefinite pronoun κάθε (káthe) meaning "every," and finish with a definition of time such as a specific date, day of the week, month, or season, among others.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #16 Using the Verb "To like"

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 6 Grammar

# **16**

## GREEK

1. (Εμένα) μου αρέσει η δουλειά μου πολύ.
2. Εσάς σας αρέσει να μαγειρεύετε.
3. Του αρέσει το σχολείο.
4. Της αρέσουν οι φράουλες πολύ.
5. Δεν του αρέσουν οι φακές.
6. Σου αρέσει η όπερα;

## ROMANIZATION

1. (Eména) mu arési i duliá mu polí.
2. Esás sas arési na mayirévete.
3. Tu arési to scholío.
4. Tis arésun i fráules polí.
5. Den tu arésun i fakés.
6. Su arési i ópera?

## ENGLISH

1. (As for me) I like my job a lot.

CONT'D OVER

2. You (guys) like to cook.
3. He likes school.
4. She likes strawberries a lot.
5. He doesn't like lentil soup.
6. Do you like the opera?

## VOCABULARY

Greek	Romanization	English	Class	Gender
οι καραμέλες	i karaméles	candy	noun	feminine
το σπιτικό φαγητό	to spitikó fayitó	homemade food	phrase	neutral
τα μακαρόνια με κιμά	ta makarónia me kimá	spaghetti with minced meat	phrase	
το έργο αυτό πολύ	to érgo aftó polí	this movie a lot	phrase	
να κάνω χειροτεχνίες	na káno hirotehniés	do arts and crafts	phrase	

## SAMPLE SENTENCES

<p><b>Της αρέσουν οι καραμέλες.</b>  <i>Tis arésun i karaméles.</i></p> <p>"She likes candy."</p>	<p><b>Εμάς μας αρέσει το σπιτικό φαγητό.</b>  <i>Emás mas arési to spitikó fayitó.</i></p> <p>"We like homemade food."</p>
---	--

**Δεν του αρέσουν τα μακαρόνια με κιμά.**

*Den tu arésun ta makarónia me kimá.*

"He doesn't like spaghetti with minced meat."

**Μου αρέσει το έργο αυτό πολύ.**

*Mu arési to érgo aftó polí.*

"I like this movie a lot."

**Σου αρέσει να κάνεις χειροτεχνίες;**

*Su arési na kánis hirotehníes?*

"Do you like doing arts and crafts?"

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the fourth element:

(ισχυρός) + αδύνατος τύπος προσωπικής αντωνυμίας στη γενική + ρήμα αρέσω (3ο πρόσωπο) + **συμπλήρωμα**

*(ischirós) + adínatos típos prosopikís andonimías sti yenikí + ríma aréso (tríto prósopo) + simblíroma*"(strong) + weak form of personal pronouns in the genitive + verb "to like" (3rd person) + **complement**"

1. (Εμένα) μου αρέσει **η δουλειά μου πολύ.**  
*(Eména) mu arési i duliá mu polí.*  
"(As for me) I like **my job a lot.**"

Replace "complement" for:

Word Class

Gender

Target

Romanization

English

οι καραμέλες	<i>i karaméles</i>	candy	noun	feminine
το σπιτικό φαγητό	<i>to spitikó fayitó</i>	homemade food	phrase	neuter
τα μακαρόνια με κιμά	<i>ta makarónia me kimá</i>	spaghetti with minced meat	phrase	
το έργο αυτό πολύ	<i>to érgo aftó polí</i>	this movie a lot	phrase	
να κάνω χειροτεχνίες	<i>na káno hirotehníes</i>	to do arts and crafts/ handicrafts	phrase	

### Sample Sentences:

1. Της αρέσουν οι καραμέλες.  
*Tis arésun i karaméles.*  
"She likes candy."
2. Εμάς μας αρέσει το σπιτικό φαγητό.  
*Emás mas arési to spitikó fayitó.*  
"We like homemade food."
3. Δεν του αρέσουν τα μακαρόνια με κιμά.  
*Den tu arésun ta makarónia me kimá.*  
"He doesn't like spaghetti with minced meat."

4. Μου αρέσει το έργο αυτό πολύ.  
*Mu arési to érgo aftó polí.*  
"I like this movie a lot."
5. Σου αρέσει να κάνεις χειροτεχνίες;  
*Su arési na kánis hirotehníes?*  
"Do you like doing arts and crafts?"

## GRAMMAR

### The Focus of This Lesson is Discussing Likes

Use the following pattern to discuss likes.

**(ισχυρός) + αδύνατος τύπος προσωπικής αντωνυμίας στη γενική + ρήμα  
αρέσω (3ο πρόσωπο) + συμπλήρωμα  
(*ischirós*) + *adínatos típos prosopikís andonimías sti yenikí* + *ríma aréso (tríto prósopo)*  
+ *simblíroma***

**"(strong) + weak form of personal pronouns in the genitive + verb "to like" (3rd person) + complement"**

---

1. (Εμένα) μου αρέσει η δουλειά μου πολύ.  
*(Eména) mu arési i duliá mu polí.*  
"(As for me) I like my job a lot."

Unlike most sentences that we've seen so far, this sentence doesn't follow the typical SVO structure which is the subject first, then the verb, and finally the object. It follows an OVS structure which is the exact opposite order with the object coming first, followed by the verb, and lastly by the subject. With that in mind, let's see the elements of this sentence one by one.

The first element is a strong form personal pronoun in the genitive such as the pronoun *εμένα* (*eména*) meaning "me" in general or "as for me" in this structure. This element is optional, however. Whenever used in a sentence like this, it just adds more emphasis to the second element which comes next and is a weak form personal pronoun in the genitive. This element denotes the object of the verb which is the element that comes next and is the verb *αρέσω* (*aréso*), meaning "to like," in the 3rd person when talking about something

we like.

This verb is one of the few verbs in Greek that requires the direct object to be in the genitive case. Another peculiarity of this verb is that the person who likes something is not expressed by the subject of the sentence as in English, instead it is expressed by the object. So the first two elements, the two pronouns, indicate who it is that likes something.

That something that is being liked is the sentence's subject and it is mentioned in the 4th element which is the complement that comes right after the verb "to like." This complement might include other words too, apart from the subject, which will usually be either a noun phrase in the nominative case (if we are talking about a thing, an animal or a person we like), or it can be a whole phrase with another verb in the subjunctive if we are talking about an action. We'll study the subjunctive in a later lesson.

## 1. Personal pronouns (strong)

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### Personal pronouns (προσωπικές αντωνυμίες, *prosopikés andonimíes*)

In the first lesson of this series, we introduced you to the Greek personal pronouns. We mentioned that these are separated into two categories, the strong forms and the weak forms, but we focused only on the strong forms in the nominative case (such as "I/you/he" etc.)

In this lesson, we'll finally focus on the whole declension of the strong forms and we'll present the declension of the weak forms as well. And since some of those weak forms can be used as possessive pronouns as well, we'll focus on these too.

#### a) Emphatic or strong forms (ισχυροί ή δυνατοί τύποι, *ischirí í dinatí típi*)

These can be used on their own in speech or when we want to emphasize something or distinguish it from something else.

#### Some examples are:

1. Ποιον φωνάζουν; - **Εμένα.**  
*Pion fonázun? - Eména.*  
"Who are they calling? - **Me.**"
2. **Εσένα** θέλω.  
*Eséna thélo.*  
"I want **you.**"



3. **Αυτοί** κάνουν φασαρία, όχι **εμείς**.

*Aftí kánun fasaríá, óhi emís.*

"**They** are making noise, not **us**." (more like "**They** are the ones making noise, not **us**." with emphasis.)

## Personal pronouns - Strong forms

### Singular

Case	1st person (all genders)	2nd person (all genders)	3rd person masculine	3rd person feminine	3rd person neuter
<b>Nominative</b>	<b>εγώ</b> ( <i>egó</i> , "I")	<b>εσύ</b> ( <i>esí</i> , "you")	<b>αυτός</b> ( <i>aftós</i> , "he")	<b>αυτή</b> ( <i>aftí</i> , "she")	<b>αυτό</b> ( <i>aftó</i> , "it")
<b>Genitive</b>	<b>εμένα</b> ( <i>eména</i> , "me")	<b>εσένα</b> ( <i>eséna</i> , "you")	<b>αυτού/ αυτουνού</b> * ( <i>aftú/ aftunú</i> , "him")	<b>αυτής/ αυτηνής*</b> ( <i>aftís/ aftinís</i> , "her")	<b>αυτού/ αυτουνού</b> * ( <i>aftú/ aftunú</i> , "it")
<b>Accusative</b>	<b>εμένα</b> ( <i>eména</i> , "me")	<b>εσένα</b> ( <i>eséna</i> , "you")	<b>αυτόν</b> ( <i>aftón</i> , "him")	<b>αυτή(ν)**</b> ( <i>aftí(n)</i> , "her")	<b>αυτό</b> ( <i>aftó</i> , "it")

<b>Vocative</b>	-	<b>εσύ</b> (esí, "you")	-	-	-
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## Plural

<b>Nominativ e</b>	<b>εμείς</b> (emís, "we")	<b>εσείς</b> (esís, "you")	<b>αυτοί</b> (aftí, "they")	<b>αυτές</b> (aftés, "they")	<b>αυτά</b> (aftá, "they")
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<b>Genitive</b>	<b>εμάς</b> (emás, "us")	<b>εσάς</b> (esás, "you")	<b>αυτών/ αυτωνών*</b> (aftón/ aftonón, "them")	<b>αυτών/ αυτωνών*</b> (aftón/ aftonón, "them")	<b>αυτών/ αυτωνών*</b> (aftón/ aftonón, "them")
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<b>Accusative</b>	<b>εμάς</b> (emás, "us")	<b>εσάς</b> (esás, "you")	<b>αυτούς/ αυτουνού ς*</b> (aftús/ aftunús, "them")	<b>αυτές</b> (aftés, "them")	<b>αυτά</b> (aftá, "them")
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<b>Vocative</b>	-	<b>εσείς</b> (esís, "you")	-	-	-
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- The secondary forms appear in everyday speech when the tone is derogatory or very casual.

- The *v* (*n*) is preserved only if the following word starts with a vowel or *κ* (*k*), *π* (*p*), *τ* (*t*), *ξ* (*x*), *ψ*

(ps), μπ (b), ντ (d), γκ (g), τσ (ts) and τζ (j).

The 3rd person has forms for all three genders and it is declined like the adjective καλός, -ή, -ό (*kalós, -í, -ó*, "good").

### b) Clitic or weak forms (κλιτικοί ή αδύνατοι τύποι, *klitiki í adínati típi*)

These single syllable personal pronouns are used more often, but never on their own. They always depend on other words and we use them when we don't want to emphasize something or distinguish it from something else. They will usually come before a verb but will follow a gerund or a verb in the imperative (which we'll see at a later lesson).

#### For example:

1. **Με φωνάζουν.**  
*Me fonázun.*  
"They are calling **me**."
2. **Σου δίνω λεφτά.**  
*Su díno leftá.*  
"I'm giving **you** money."
3. **Το βλέπω.**  
*To vlépo.*  
"I see **it**."
4. **Να τος!**  
*Na tos!*  
"There **he** is!"
5. **Στέκεται κοιτώντας την.**  
*Sténete kitóndas tin.*  
"He is standing looking at **her**." (gerund)
6. **Δείξε μου.**  
*Díxe mu.*  
"Show **me**." (imperative)

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### Personal pronouns - Weak forms

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## Singular

Case	1st person	2nd person	3rd person masculine	3rd person feminine	3rd person neuter
Nominative	-	-	<b>ΤΟΣ</b> ( <i>tos</i> , "he")	<b>ΤΗ</b> ( <i>ti</i> , "she")	<b>ΤΟ</b> ( <i>to</i> , "it")
Genitive	<b>ΜΟΥ</b> ( <i>mu</i> , "me")	<b>ΣΟΥ</b> ( <i>su</i> , "you")	<b>ΤΟΥ</b> ( <i>tu</i> , "him")	<b>ΤΗΣ</b> ( <i>tis</i> , "her")	<b>ΤΟΥ</b> ( <i>tu</i> , "it")
Accusative	<b>ΜΕ</b> ( <i>me</i> , "me")	<b>ΣΕ</b> ( <i>se</i> , "you")	<b>ΤΟΝ</b> ( <i>ton</i> , "him")	<b>ΤΗ(Ν)*</b> ( <i>ti(n)</i> , "her")	<b>ΤΟ</b> ( <i>to</i> , "it")
Vocative	-	-	-	-	-

## Plural

Nominative	-	-	<b>ΤΟΙ</b> ( <i>ti</i> , "they")	<b>ΤΕΣ</b> ( <i>tes</i> , "they")	<b>ΤΑ</b> ( <i>ta</i> , "they")
Genitive	<b>ΜΑΣ</b> ( <i>mas</i> , "us")	<b>ΣΑΣ</b> ( <i>sas</i> , "you")	<b>ΤΟΥΣ</b> ( <i>tus</i> , "them")	<b>ΤΟΥΣ</b> ( <i>tus</i> , "them")	<b>ΤΟΥΣ</b> ( <i>tus</i> , "them")

			<b>ΤΟΥΣ</b> (tus, "them")	<b>ΤΙΣ/ΤΕΣ**</b> (tis/tes, "them")	<b>ΤΑ</b> (ta, "them")
<b>Accusative</b>	<b>μας</b> (mas, "us")	<b>σας</b> (sas, "you")			

<b>Vocative</b>	-	-	-	-	-
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- The *ν* (*n*) is preserved only if the following word starts with a vowel or κ (*k*), π (*p*), τ (*t*), ξ (*x*), ψ (*ps*), μπ (*b*), ντ (*d*), γκ (*g*), τσ (*ts*) and τζ (*j*).

- *Τις* (*tis*, "them") goes before a verb, while *τες* (*tes*, "them") goes after it. For example: *Αν τις βλέπεις, χαιρέτα τες.* (An **tis** *vlépis*, *xeréta tes*.) "If you are seeing/can see **them**, greet them."

The weak personal pronouns in the genitive and in the accusative are usually used as direct or indirect objects. When a sentence has weak pronouns as both the direct and the indirect object, then it is common that the **weak personal pronoun in the accusative** comes between the **weak personal pronoun in the genitive** and the verb:

1. **Μου το διαβάζεις.**  
*Mu to diavázis.*  
"You're reading it to me."

However, with gerund and imperative verb forms, the pronoun order is flexible:

1. Διαβάζοντάς μου το. / Διαβάζοντάς το μου.  
*Diavázondás mu to.* / *Diavázondás to mu.*  
"Reading it to me." (gerund)
2. Διάβασέ μου το. / Διάβασέ το μου.  
*Diávasé mu to.* / *Diávasé to mu.*  
"Read it to me." (imperative)

Finally, the final vowel sound of the weak personal pronouns can be replaced by an apostrophe before a word that starts with a vowel. This phonological phenomenon is called 'ecthlypsis' (έκθλιψη, *ékthlypsi*.) For example, **μ' αρέσει** (*m' arési*) "I like."

## Possessive pronouns (κτητικές αντωνυμίες, *ktitikés andonimíes*)

These denote to whom something belongs to, i.e. the owner (κτήτορας, *ktítoras*). Just like the personal pronouns, these too have strong and weak forms. However, in this lesson we'll focus only on the weak forms which are the same forms as the **weak forms of the personal pronouns in the genitive case without an accent mark, i.e.**

1. **μου** (*mu*, "my")
2. **σου** (*su*, "your")
3. **του** (*tu*, "his")
4. **της** (*tis*, "her")
5. **μας** (*mas*, "our")
6. **σας** (*sas*, "your")
7. **τους** (*tus*, "their").

### For example:

1. το βιβλίο **μου**  
*to vivlío mu*  
"my book"

Unlike articles that are placed right before a noun, a weak possessive pronoun will come after it in Greek. For example, ο αδερφός μου (*o aderfós mu*, "my brother").

But when there is an adjective defining the noun, there can be three options:

1. adjective with article + noun with optional article + pronoun  
ο μικρός (ο) αδερφός **μου** (*o mikrós (o) aderfós mu*) "my little brother"
2. adjective with article + pronoun + noun with optional article  
ο μικρός **μου** (ο) αδερφός (*o mikrós mu (o) aderfós*) "my little brother"
3. noun with article + pronoun + adjective with article  
ο αδερφός **μου** ο μικρός (*o aderfós mu o mikrós*) "my little brother"

As you can see, in this case, the possessive pronoun will either precede the noun and its article or follow it.

### Attention!

Since a **possessive pronoun** usually follows a **noun** and a **personal pronoun** usually precedes a verb, you might end up with a structure like this:

ο πατέρας μου λέει (*o patéras mu léi*)

So is it "**my father** says" or "**father** tells me"?

The grammar rule says that weak personal pronouns need an accent mark whenever they could be confused for possessive pronouns during reading (when they are not possessive pronouns), unless a proparoxytone word precedes them.

So the above sentence means "**my** father said." To say "father tells me" we need to add an accent mark to the personal pronoun to make it clear that it is not possessive:

ο πατέρας μου λέει (*o patéras mú léi*) "**father** tells me"

Before a proparoxytone word (accented in the third to last syllable) it is not necessary to add an accent mark to the personal pronoun:

ο πρόεδρος μας λέει (*o próedros mas léi*) "the president tells **us**"

However, if that weak pronoun is actually a possessive pronoun following a proparoxytone word, we then pronounce it closely together with the proparoxytone word and we add an accent mark on the syllable before it, i.e. in over the last syllable of the proparoxytone word.

ο πρόεδρος μας λέει (*o próedrós mas léi*) "**our** president says"

When this happens, that possessive pronoun is called "enclitic" (εγκλιτικό, *enclitikó*).

When there are both a personal and a possessive pronoun together (possessive after the noun and personal before the verb), we don't need to add any accent mark anywhere according to grammar because there can be no confusion. However, some people add an accent mark to the second form to show that the repetition is not a typo:

ο πατέρας μου μου λέει (*o patéras mu mú léi*) "**my** father tells me"

## 2. Verb "to like" (αρέσω, *aréso*)

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The verb *αρέσω* (*aréso*, "to like") is not used the same way as in English. While in English we say "I like ice cream," a typical SVO structure, subject-verb-object, in Greek we don't say *εγώ αρέσω το παγωτό* (*egó aréso to pagotó*), we say *μου αρέσει το παγωτό* (*mu arési to pagotó*). This is an OVS structure but there's more to know here than just reversing the order of the sentence's elements. Here's what you need to know about the verb *αρέσω* (*aréso*):

While most Greek transitive verbs get a direct object in the accusative case, there are a few transitive verbs that get a direct object in genitive. The verb *αρέσω* (*aréso*) falls into this latter category. Its object is usually a weak personal pronoun in the genitive,

#### For example:

1. **μου** (*mu*, "me")
2. **σου** (*su*, "you")
3. **του** (*tu*, "him")
4. **της** (*tis*, "her")
5. **μας** (*mas*, "us")
6. **σας** (*sas*, "you")
7. **τους** (*tus*, "them")

Such a direct object in genitive can be replaced by a similar prepositional phrase, in the case of *αρέσω* (*aréso*) by [**σε** (*se*)] + [**a strong personal pronoun / a noun or a name with article**] in the accusative.

#### For example:

1. **Σε εμένα** αρέσει το παγωτό.  
*Se eména arési to pagotó.*  
"I like ice cream." (strong personal pronoun)
2. **Στη Μαρία** αρέσει το παγωτό.  
*Sti María arési to pagotó.*  
"Mary likes ice cream."



In addition to the **weak personal pronoun** in the genitive, there might also be an optional **strong personal pronoun** in the genitive case (like we are seeing in this lesson's pattern) or a noun phrase in the genitive within the sentence for emphasis.

### For example:

1. **Εμένα** μου αρέσει το παγωτό.  
*Eména mu arési to pagotó.*  
"I like ice cream." (more like "As for me, I like ice cream.")
2. **Της Μαρίας** της αρέσει το παγωτό.  
*Tis Marías tis arési to pagotó.*  
"Mary likes ice cream."

For the negation in the indicative mood, we place the negation particle *δεν (den)*, meaning "not," immediately before the verb, unless the object is a **weak personal pronoun**. In that case, the pronoun stands between the verb and *δεν (den)*.

### For example:

1. Σε εμάς *δεν* αρέσουν οι ταινίες τρόμου.  
*Se emás den arésun i teníes trómu.*  
"We don't like scary movies."
2. *Δεν* **μας** αρέσουν οι ταινίες τρόμου.  
*Den mas arésun i teníes trómu.*  
"We don't like scary movies."

Next, you need to know the following two golden rules. Unless the subject of a sentence is a whole phrase...

1. it needs to "agree" with the verb in person and number, and...
2. it is always in the nominative case.

Let's take a look at the example μου αρέσει το παγωτό (*mu arési to pagotó*), "I like the ice cream". Although in English, it is I who likes ice cream, so "I" is the subject, in Greek that's not what happens. The verb αρέσει (*arési*) is in the 3rd person. Which means the subject is not "I." Surprised?! Actually the subject here is το παγωτό (*to pagotó*), which is in the nominative case. If this doesn't make sense to you, think of this sentence roughly like this:

"The ice cream is of my liking." Here the subject is "ice cream" not "I."

So just remember, with *αρέσω* (*arésō*), the subject in English is the object in Greek and the English object is the Greek subject.

With this verb, word order is relatively flexible in Greek, but there can never be anything between the weak personal pronoun in the genitive and the verb. For example, you can reverse the sentence elements and say *το παγωτό μου αρέσει* (*to pagotó mú arési*, "I like ice cream"), if you want to emphasize that it is ice cream that you like, but you can't say *μου το παγωτό αρέσει* (*mu to pagotó arési*, "I ice cream like").

The subject of this verb might be a whole phrase. For example, it can be a phrase with a **verb in the subjunctive**, which we'll see in a later lesson:

1. μου αρέσει (το) **να κοιμάμαι**  
*mu arési (to) na kimáme*  
"I like **to sleep**/I like **sleeping**."

When reversing the word order in this sentence and placing the subject first, you have to use the neuter article *το* (*to*) before it, which is usually omitted otherwise.

**For example:**

1. **Το να κοιμάμαι** μου αρέσει.  
*To na kimáme mu arési.*  
"I like **to sleep**/I like **sleeping**."

Also, the verb in the subjunctive might refer to a different person than what the object denotes.

**For example:**

1. Μου αρέσει **να κοιμάσαι**.  
*Mu arési na kimáse.*  
"I like (1st person) you to sleep (2nd person)."

### 3. Adverb **πολύ** (*polí*), "very/ very much/ a lot"

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The quantitative adverb (ποσοτικό επίρρημα, *posotiko epirima*) **πολύ** (*polí*) meaning "very/ very much/ a lot," is indeclinable (as all adverbs are) and it can be used in

combination with verbs, adverbs, adjectives, and participles.

### For example:

1. Χιονίζει πολύ. (*Hionízi polí.*) (verb + πολύ) "It's snowing a lot."
2. Τρώω **πολύ** γρήγορα. (*Tróo polí grígora.*) (πολύ + adverb) "I eat very fast."
3. Είναι **πολύ** καλός άνθρωπος. (*Íne polí kalós ánthropos.*) (πολύ + adjective) "He is a very good man."
4. Είναι **πολύ** εκνευρισμένος. (*Íne polí eknevrizménos.*) (πολύ + participle) "He is very irritated."

Many people, including native Greeks, misspell it, because they confuse the adverb with the irregular adjective **ο πολός, η πολλή, το πολύ** (*o polís, i polí, to polí*) in the masculine, feminine, and neuter gender respectively, meaning "many" for measurable things or "much" for non-measurable things like the noun "knowledge." The adjective is declined in all 3 genders and is always used to define a noun. Therefore, it always needs to "agree" with the noun's gender, number, and case.

For its declension, see lesson #10 of the Beginner audio series.

### For example:

1. Εδώ υπάρχει **πολύς** θόρυβος. (*Edó ipárhi polís thórivos.*) (masculine, nominative) "There is too much noise here."
2. Τρώω **πολλή** σοκολάτα. (*Tróo polí sokoláta.*) (feminine, accusative) "I eat a lot of chocolate."
3. Πέφτει **πολύ** χιόνι. (*Péfti polí hióni.*) (neuter, accusative) "It's snowing a lot."

Keep in mind that in the plural, the adjective is spelled with double λάμδα (λλ) in all its forms.

1. Έχεις **πολλούς** μαρκαδόρους. (*Éhis polús markadórus.*) (masculine, accusative) "You have many markers."
2. Η Μαρία έχει **πολλές** τσάντες. (*I María éhi polés tsándes.*) (feminine, accusative) "Mary has many handbags."

3. Έχω **πολλά** παιδιά. (*Ého polá pedιά.*) (neuter, accusative) "I have many children."

If you are unsure of which type of **πολύ** (*polí*) to use, just think of the word that it will be defining. If it is a noun, then you need to use the adjective type in the correct form. If it will be used to define any other word, then you need to use the indeclinable adverb.

## Review

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So remember, to discuss likes, you can start with an optional strong form personal pronoun in the genitive followed by a weak form personal pronoun in the genitive. After the pronoun or the pronouns, use the verb "to like" in the 3rd person followed by a complement that will include the subject as either a noun phrase in the nominative case or as a whole phrase.

LESSON NOTES

# Must-Know Greek Sentence Structures S1 #17

## Talking About the Past

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- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# 17

## GREEK

1. Ο Μιχάλης έφτιαξε το σπασμένο παράθυρο σήμερα.
2. Οι νησιώτες έβαφαν τα σπίτια τους με ασβέστη.
3. Το αγόρι τράβηξε τα μαλλιά της.
4. Πήγαμε στη λαϊκή την Τρίτη.
5. Δεν άκουσα τι είπες.
6. Πρόσφερε στους πελάτες καφέ ή νερό;

## ROMANIZATION

1. Ο Mihális éftiaxe to spazméno parathiro símera.
2. I nisiótes évafan ta spítia tus me azvésti.
3. To agóri trárvixe ta maliá tis.
4. Pígame sti laikí tin Tríti.
5. Den ákusa ti ípes.
6. Prósferes stus pelátes kafé í neró?

## ENGLISH

1. Michael fixed the broken window today.

CONT'D OVER

2. The islanders used to paint their houses with whitewash.
3. The boy pulled her hair.
4. We went to the farmer's market on Tuesday.
5. I didn't hear what you said.
6. Did you offer coffee or water to the customers?

## VOCABULARY

Greek	Romanization	English	Class
έδωσα	édosa	I gave	verb
έφαγα	éfaga	I ate	phrase
αγόρασα	agórasa	I bought	phrase
ταξίδεψα	taxídepsa	I traveled	phrase
πήρα	píra	I got	phrase

## SAMPLE SENTENCES

<p><b>Του έδωσα τον υπολογιστή μου.</b>  <i>Tou edosa ton ypologisti mou.</i></p> <p>"I gave him my computer."</p>	<p><b>Φάγαμε πρόχειρο φαγητό πριν την πτήση.</b>  <i>Fágame próhiro fayitó prin tin ptísi.</i></p> <p>"We had (lit. "ate") fast food before the flight."</p>
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**Αγόρασες καθόλου γάλα;**

*Agórases kathólu gála?*

"Did you buy any milk?"

**Η οικογένεια ταξίδεψε στη Σουηδία για διακοπές.**

*I ikoyénia taxídepse sti Suidía ya diakopés.*

"The family traveled to Sweden for vacations."

**Ο πελάτης πήρε τα ρέστα και έφυγε.**

*O pelátis píre ta résta ke éfiye.*

"The customer took the change and left."

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the second element:

ονομαστική φράση στην ονομαστική + **ρήμα σε παρελθοντικό χρόνο** (+ συμπλήρωμα)  
*onomatikí frási stin onomastikí + ríma se parelthondikó hróno* (+ *simblíroma*)

"noun phrase in the nominative + **verb in past tense** (+ complement)"

1. Ο Μιχάλης **έφτιαξε** το σπασμένο παράθυρο **σήμερα**.  
*O Mihális éftiaxe to spazménó parathiro símera.*  
"Michael **fixed** the broken window today."

### Replace "verb in past tense" for:

Target	Romanization	English	Word Class
έφαγα	<i>éfaga</i>	I ate	verb
αγόρασα	<i>agórasa</i>	I bought	verb
ταξίδεψα	<i>taxídepsa</i>	I traveled	verb
πήρα	<i>píra</i>	I got / I received / I took	verb



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έδωσα	édosa	I gave	verb
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### Sample Sentences:

1. Φάγαμε πρόχειρο φαγητό πριν την πτήση.  
*Fágame próhiro fayitó prin tin ptísi.*  
"We had (lit. "ate") fast food before the flight."
2. Αγόρασες καθόλου γάλα;  
*Agórases kathólu gála?*  
"Did you buy any milk?"
3. Η οικογένεια ταξίδεψε στη Σουηδία για διακοπές.  
*I ikoyénia taxídepse sti Suidía ya diakopés.*  
"The family traveled to Sweden for vacations."
4. Ο πελάτης πήρε τα ρέστα και έφυγε.  
*O pelátis píre ta résta ke éfiye.*  
"The customer took the change and left."
5. Οι εξεταστές δεν δώσανε επιπλέον χρόνο στους φοιτητές.  
*I exetastés den dósane epipléon hróno stus fitités.*  
"The examiners didn't give any extra time to the university students."

## GRAMMAR

### The Focus of This Lesson is Talking About Something in the Past

Use the following pattern to talk about something in the past.

**ονοματική φράση στην ονομαστική + ρήμα σε παρελθοντικό χρόνο (+ συμπλήρωμα)**

***onomatikí frási stin onomastikí + ríma se parelthondikó hróno (+ simblíroma)***

**"noun phrase in the nominative + verb in past tense (+ complement)"**

---

1. Ο Μιχάλης έφτιαξε το σπασμένο παράθυρο *σήμερα*.  
Ο *Mihális éftiaxe to spazméno parathiro símera*.  
"Michael fixed the broken window today."

This pattern starts with the subject which can be our usual noun phrase in the nominative case or it can even be omitted if it's understood by the context. This is followed by a verb in past tense, such as the past progressive tense we've seen already or the aorist tense which is the focus of this lesson. What comes after the verb is a complement that gives us more information about the action that happened in the past. This complement can include many things, for example it can include the verb's object in the form of a noun phrase, an adverb or a prepositional phrase denoting location or time among other things, another clause, etc. The complement is optional, however, as the subject and verb are often enough to talk about something in the past if no more information is required.

As you know, the word order is relatively flexible in Greek, so you could swap around some elements. For example, instead of saying "Michael fixed the broken window today." Ο Μιχάλης έφτιαξε το σπασμένο παράθυρο *σήμερα*. (Ο *Mihális éftiaxe to spazméno parathiro símera*.) you can say in Greek "Today, Michael fixed the broken window." *Σήμερα ο Μιχάλης έφτιαξε το σπασμένο παράθυρο*. (*Símera o Mihális éftiaxe to spazméno parathiro*.)

## 1. Introduction to the active voice aorist stem and aorist endings

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From lesson 5 of this series we learned that all verbs have two stems:

1. the **present stem** (ενεστωτικό θέμα, *enestorikó théma*); and
2. the **aorist stem** (αοριστικό θέμα, *aoristikó théma*), which is actually different for the active and the passive voice.

From the **present tense stem** we form the **progressive tenses** (εξακολουθητικοί χρόνοι, *exakoluthitíki hróni*) of the active and passive voice as well as **other progressive verb forms** that we'll study in a later lesson. The progressive tenses are:

1. **ΕΝΕΣΤΩΤΑΣ** (*enestótas*, equivalent to the simple and progressive present tense in English)
2. **ΠΑΡΑΤΑΤΙΚΟΣ** (*paratatikós*, equivalent to the past progressive tense)

3. **εξακολουθητικός μέλλοντας** (*exakoluthitikós mélondas*, equivalent to the future progressive tense)

So far, we've studied the above tenses for the active voice. Now we'll move on to the active voice **aorist stem** which is used to form the active voice **momentary tenses** (στιγμιαίοι χρόνοι, *stigmíei hróni*) as well as **other momentary verb forms** of the active voice that we'll also study in a later lesson. The momentary tenses are:

1. **αόριστος** (*aóristos*, called "aorist" and is equivalent to the simple past tense in English)
2. **στιγμιαίος μέλλοντας** (*stigmíeos mélondas*, equivalent to the simple future tense)

The active voice aorist stem also helps form the active voice **infinitive**, which is used to form the active voice **perfective tenses** (συντελεσμένοι χρόνοι, *sindelezméni hróni*) which we'll study at a later lesson. The perfective tenses are:

1. **παρακείμενος** (*parakímenos*, equivalent to the perfect tense in English)
2. **υπερσυντέλικος** (*ipersindélikos*, equivalent to the past perfect tense)
3. **μέλλοντας συντελεσμένος** (*mélondas sindelezménos*, equivalent to the future perfect tense.)

The focus of this lesson will be the active voice **aorist tense** which is equivalent to the **simple past tense** of the active voice in English and it is used to **describe an action that happened in the past momentarily, not in a continuous way, or just once.**

## 2. Formation of the active voice aorist tense

---

To form a regular verb in the aorist tense we need:

1. the **aorist stem**
2. the **aorist tense endings**
3. the **verb augmentation** if it applies (see lesson 15)

The active voice aorist tense endings are:

<b>Singular</b>	
1st person	<b>-α</b> (-a)
2nd person	<b>-εις</b> (-es)
3rd person	<b>-ε</b> (-e)
<b>Plural</b>	
1st person	<b>-αμε</b> (-ame)
2nd person	<b>-ατε</b> (-ate)
3rd person	<b>-αν(ε)</b> (-an(e))

So now what we need to learn is how to form the active voice aorist stem.

The aorist stem of regular verbs gets formed by applying certain rules to the present stem's character, i.e. the final letter or double letter combination of the stem.

These rules produce two types of aorist verb forms:

1. **the sigmatic aorist** (σιγματικός αόριστος, *sigmatikós aóristos*)
2. **the asigmatic aorist** (άσιγμος αόριστος, *ásigmos aóristos*)

A verb will have either a sigmatic or an asigmatic aorist.

In the case of the sigmatic aorist, a verb will end in one of the following ways in the active voice, first person singular of the indicative mood: **-σα / -ψα / -ξα / -ησα\*** (-sa / -psa / -xa / -isa.) Keep in mind that the actual verb ending is just the **-α** (-a) and is the part that changes when conjugating the verb. The letters **-σ- / -ψ- / -ξ- / -ησ-** (-s- / -ps- / -x- / -is-) are actually part of the stem and not of the ending. This part doesn't change when conjugating the verb. Some examples are:

1. **ακού-ω** (*akúo*, "I hear/ listen") → **άκουσ-α** (*ákusa*, "I heard/ listened")
2. **βάφ-ω** (*váfo*, "I paint/ dye") → **έβαψ-α\*** (*évapsa*, "I painted/ dyed")

3. **φτιάχνω** (*ftiáhno*, "I make") → **έφτιαξα**<sup>\*</sup> (*éftiaxa*, "I made")
4. **ευχαριστώ** (*efharistó*, "I thank") → **ευχαρίστησα** (*efharístisa*, "I thanked")

In the case of the asigmatic aorist (less common type of aorist,) a verb will end in just **-α** (-*a*).

**For example:**

1. **προσφέρω** (*prosféro*, "I offer") → **πρόσφερα** (*prósfera*, "I offered")
2. **σφάλω** (*sfálo*, "I err") → **έσφαλα**<sup>\*</sup> (*ésfala*, "I erred")

- Remember, since the aorist is a past tense, verb augmentation might apply in the active voice (see lesson 15.) The aorist examples 2, 3, and 6 have augmentation (marked in blue.)

If you remove the augmentation (if any) and the final ending **-α** (of the first person form) from the **-σα / ψα / ξα / -ησα** (-*sa* / -*psa* / -*xa* / -*isa*) and **-α** (-*a*) part, what you are left with is the aorist stem. In the above examples (1-6) the aorist stem is marked in bold letters.

## - Rules

Now, let's see the rules that we apply to the active voice present stem to produce the active voice aorist stem.

Below are the transformations that apply to the first and the second conjugation group and produce a sigmatic aorist.

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## SIGMATIC AORIST

### Conjugation Group A - Active Voice - Indicative

Verbs whose stem character is...	...changes the character into...	Examples (present tense → aorist)
----------------------------------	----------------------------------	-----------------------------------

**...a vowel or the following double vowel combinations**

**α** (a)  
**ε, αι** (e)  
**ι, η, υ, ει, οι, υι** (i)  
**ο, ω** (o)  
**ου** (u)

**σ** (s)

→ verb ends in **-σα** (-sa)

Here the character actually does not change. The **-σα** (-sa) gets added after it.

**ακού-ω** → **άκουσ-α**  
*akúo* → *ákusa* ("to hear/listen")

**Exceptions:**

**καί-ω** → **έκαψ-α**  
*kléo* → *ékapsa* ("to burn")

**κλαί-ω** → **έκλαψ-α**  
*kléo* → *éklapsa* ("to cry")

**φταί-ω** → **έφταιξ-α**  
*ftéo* → *éftexa* ("to be at fault")

**...a labial consonant**

**π** (p), **β** (v), **φ** (f)  
and  
**αυ** (av/af), **ευ** (ev/ef),  
**πτ** (pt), **φτ**<sup>1</sup> (ft)

**ψ** (ps)

→ verb ends in **-ψα** (-psa)

**βάφ-ω** → **έβαψ-α**  
*váfo* → *évapsa* ("to paint/dye")

**Exception:**

**πέφτ-ω** → **έπεσ-α**  
*péfto* → *épesa* ("to fall")

**...a velar consonant**

**κ** (k), **γ** (g), **χ** (h)  
and  
**σκ** (sk), **χν**<sup>2</sup> (hn), **γγ** (ng)

**ξ** (x)

→ verb ends in **-ξα** (-xa)

**φτιάχν-ω** → **έφτιαξ-α**  
*ftiáchno* → *éftiaxa* ("to make")

**...a dental or a sibilant consonant**

**τ(τ)** (t(t)), **δ** (d), **θ** (th)  
or  
**σ(σ)** (s(s)), **ζ** (z)

**σ** (s) or **ξ\*** (x)

→ verb ends in **-σα** or **-ξα** (-sa/-xa)

**σκίζ-ω** → **έσκισ-α**  
*skízo* → *éskisa* ("to tear/rip")

or  
**βουλιάζ-ω** → **βούλιαξ-α**  
*vuliázo* → *vúliaxa* ("to sink")

\*There is no rule that decides which characters become **σ** (s) or **ξ** (x).

---

## ...the nasal consonant

### ν (n)

a) in **all verbs** that end in -**ώνω** (-όνο)

b) in **many verbs** that end in -**νω** (-νο)

c) in **many verbs** that end in -**αίνω** (-ένο) and -**άνω**\*\* (-άνο)

### σ (s)

→ verb ends in -**σα** (-σα)

a) **ισιών-ω** → **ίσισα**  
*isióno* → *ísiosa* ("to straighten")

b) **πιάν-ω** → **έπιασα**  
*piáno* → *épiasa* ("to get/ catch/ touch")

c) **ανασταίν-ω** → **ανάστησα**  
*anasténo* → *anástisa* ("to resurrect")

**αμαρτάν-ω** → **αμάρτησα**  
*amartáno* → *amártisa* ("to sin")

\*\*The verbs that end in -**αίνω** (-ένο) and -**άνω** (-άνο) change their stem vowel; therefore they're considered irregular.

- 
1. Although the -φτ (-ft) and -πτ (-pt) end in the dental consonant τ (t), they're treated as a group and are considered labial phonemes because initially we need to use our lips to pronounce them.
  2. Although the -χν (-hn) ends in the nasal consonant ν (n), it's treated as a group and is considered a velar phoneme because initially we need to use our throat to pronounce it.

---

## SIGMATIC AORIST

### Conjugation Group B - Active Voice - Indicative

#### Stem and ending

Examples from the dialogue  
(present tense → aorist)

When forming the aorist stem, we add an extra **-ησ** (-is) at the end of the present stem

→ verb ends in **-σα** (-sa)

**ευχαριστ-ώ** → **ευχαρίστησ-α**  
*efharistó* → *efharístisa* ("to thank")

**χειροκροτ-ώ** → **χειροκρότησ-α**  
*hirokrotó* → *hirokrótisa* ("to clap/ applaud")

**συγκιν-ώ** → **συγκίνησ-α**  
*singinó* → *singínisa* ("to move deeply")

**ξαναζ-ώ** → **ξανάζησ-α\*\*\***  
*xanazó* → *xanázisa* ("to relive")

\*\*\*Also **ξαναέζησ-α** (*xanaézisa*), but only in the aorist tense of indicative mood, not in the past continuous. This is an exception for this particular verb.

Some verbs are exceptions and form the aorist irregularly with the following endings (therefore they are considered irregular):

**-ασα** (-asa)

**γελ-ώ** → **γέλασ-α**  
*hirokrotó* → *hirokrótisa* ("to laugh")

**-υσα** (-isa)

**μεθ-ώ** → **μέθυσ-α**  
*hirokrotó* → *hirokrótisa* ("to get drunk")

**-ηξα** (-ixa)

**τραβ-ώ** → **τράβηξ-α**  
*hirokrotó* → *hirokrótisa* ("to pull")

**-εσα** (-esa)

**καλ-ώ** → **κάλεσ-α**  
*hirokrotó* → *hirokrótisa* ("to call")

**-αξα** (-axa)

**πετ-ώ** → **πέταξ-α**  
*hirokrotó* → *hirokrótisa* ("to throw/ fly")

**-εψα** (-epsa)

**θαρρ-ώ** → **θάρρεψ-α**  
*hirokrotó* → *hirokrótisa* ("to reckon")



The asigmatic aorist is formed by adding a simple **-α (-a)** after the stem; however this type of aorist occurs less often than the sigmatic one and only for the first conjugation verbs. Below are the transformations that apply to the first conjugation group and produce an asigmatic aorist. Although you may see fewer categories here, there are quite a few irregularities in some verbs. Those verbs need to be memorized as they are since they're irregular.

## ASIGMATIC AORIST

### Conjugation Group A - Active voice - Indicative

Stem category of verbs	Verb ending	Examples (present tense → aorist)
<b>Ending in a liquid consonant</b>  <b>λ(λ)</b> (l(l)), <b>ρ</b> (r) and <b>λν</b> (ln) , <b>ρν</b> (rn)	<b>-α (-a)</b>	<b>προσφέρ-ω → πρόσφερ-α</b> <i>prosféro → prósfera</i> ("to offer")  <b>Some exceptions:</b> <b>σφάλλ-ω → έσφαλ-α</b> <i>sfálo → ésfala</i> ("to err")  <b>γέρν-ω → έγχειρ-α</b> <i>yérno → éyira</i> ("to lean on; to lie")  <b>στέλν-ω → έστειλ-α</b> <i>stélno → éstila</i> ("to send")  <i>Some irregular verbs in this category change their stem a bit.</i>

---

## Ending in a nasal consonant

μ (*m*) and some verbs ending in ν\* (*n*)

\* Some stems that end in ν (*n*) may form a **sigmatic aorist** instead.

Here, the verbs that end in **-αίνω** (*-éno*) form an irregular aorist, but we separate them into three groups:

a) Those verbs that **lose the -αιν** (*-en*) part

b) Those verbs that form the aorist with the **-ανα** (*-ana*) **ending**

c) Those verbs that form the aorist with the **-υνα** (*-ina*) **ending**

**-α** (*-a*)

**κρίν-ω** → **έκριν-α**  
*kríno* → *ékrina* ("to judge")

**Some exceptions:**

**μέν-ω** → **έμειν-α**  
*méno* → *émina* ("to live/ stay")

**απονέμ-ω** → **απένειμ-α\***  
*aponémo* → *apénima* ("to award")

\*Also **απόνειμα** (*arónima*), but that's more rare. People more often use the above version with the internal augmentation.

**Verbs ending in -αινω** (*-éno*):

a) **καταλαβαίν-ω** → **κατάλαβ-α**  
*katalanéno* → *katálava* ("to understand")

b) **ανασαίν-ω** → **ανάσαν-α**  
*anaséno* → *anásana* ("to breathe")

c) **ακριβαίν-ω** - **ακρίβυν-α**  
*akrivéno* → *akrívina* ("to increase in price")

---

Finally, three more groups of irregular verbs form an asigmatic aorist. Those are the verbs that:

**...change their stem completely** in the aorist.

**For example:**

1. **λέ(γ)-ω** (*lé(g)o*, "I say") → **είπ-α** (*ípa*, "I said")

...change only their stem vowel.

For example:

1. **φεύγ-ω** (*fén-go*, "I leave") → **έφυγ-α** (*éfiga*, "I left")

...take the ending **-ηκα** (*-ika*.)

For example:

1. **ανεβαίν-ω** (*anevéno*, "I go up") → **ανέβ-ηκα** (*anévika*, "I went up.") The verb here also lost the **-αιν** (*-en*) part.

### 3. Conjugation of active voice verbs in the aorist tense

#### Active voice - Indicative

#### ASIGMATIC

#### AORIST

#### SIGMATIC AORIST

#### Conjugation A

#### Conjugation B

<b>προσφέρω</b> ( <i>prosféro</i> ) "to offer"	<b>ακούω</b> ( <i>akúo</i> ) "to hear/ listen"	<b>βάφω</b> ( <i>váfo</i> ) "to paint/ dye"	<b>φτιάχνω</b> ( <i>ftiáhno</i> ) "to make"	<b>ευχαριστώ</b> ( <i>efharistó</i> ) "to thank"
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#### Singular

<b>πρόσφερα</b> ( <i>prósfera</i> ) "I offered"	<b>άκουσα</b> ( <i>ákusa</i> ) "I heard"	<b>έβαψα</b> ( <i>prósfera</i> ) "I painted/ dyed"	<b>έφτιαξα</b> ( <i>éftiaxa</i> ) "I made"	<b>ευχαρίστησα</b> ( <i>efharístisa</i> ) "I thanked"
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<b>πρόσφερ-ες</b> ( <i>prósferes</i> ) "you offered"	<b>άκουσ-ες</b> ( <i>ákuses</i> ) "you heard"	<b>έβαψ-ες</b> ( <i>prósferes</i> ) "you painted/ dyed"	<b>έφτιαξ-ες</b> ( <i>éftiaxes</i> ) "you made"	<b>ευχαρίστησ-ες</b> ( <i>efharístises</i> ) "you thanked"
<b>πρόσφερ-ε</b> ( <i>prósfere</i> ) "he/she/it offered"	<b>άκουσ-ε</b> ( <i>ákuse</i> ) "he/she/it heard"	<b>έβαψ-ε</b> ( <i>prósfere</i> ) "he/she/it painted/ dyed"	<b>έφτιαξ-ε</b> ( <i>éftiaxe</i> ) "he/she/it made"	<b>ευχαρίστησ-ε</b> ( <i>efharístise</i> ) "he/she/it thanked"

## Plural

<b>προσφέρ-αμε</b> ( <i>prosférame</i> ) "we offered"	<b>ακούσ-αμε</b> ( <i>akúsame</i> ) "we heard"	<b>βάψ-αμε</b> ( <i>prosférame</i> ) "we painted/ dyed"	<b>φτιάξ-αμε</b> ( <i>ftiáxame</i> ) "we made"	<b>ευχαριστήσ-αμε</b> ( <i>efharistísame</i> ) "we thanked"
<b>προσφέρ-ατε</b> ( <i>prosférate</i> ) "you offered"	<b>ακούσ-ατε</b> ( <i>akúsate</i> ) "you heard"	<b>βάψ-ατε</b> ( <i>prosférate</i> ) "you painted/ dyed"	<b>φτιάξ-ατε</b> ( <i>ftiáxate</i> ) "you made"	<b>ευχαριστήσ-ατε</b> ( <i>efharistísate</i> ) "you thanked"
<b>πρόσφερ-αν / προσφέρ-ανε*</b> ( <i>prósferan / prosférane</i> ) "they offered"	<b>άκουσ-αν / ακούσ-ανε*</b> ( <i>ákusan / akúsane</i> ) "they heard"	<b>έβαψ-αν / βάψ-ανε*</b> ( <i>prósferan / prosférane</i> ) "they painted/ dyed"	<b>έφτιαξ-αν / φτιάξ-ανε*</b> ( <i>éftiaxan / ftiáxane</i> ) "they made"	<b>ευχαρίστησ-αν / ευχαριστήσ-ανε*</b> ( <i>efharístisan / efharistísane</i> ) "they thanked"

- The third person forms using the final vowel are more casual. For a more standard or formal speech, omit the final vowel.

## Review

So remember, to talk about something in the past, start with a noun phrase in the nominative case to indicate the subject, then use a verb in a past tense and finish with a complement that provides more information about the action.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #18

## Asking About Time

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# **18**

## GREEK

1. Πότε θα φτάσεις στην Ελλάδα;
2. Πότε χτίστηκε το ΟΑΚΑ;
3. Πότε θα αποφοιτήσεις από το πανεπιστήμιο;
4. Πότε θα ζητήσεις άδεια για διακοπές;
5. Πότε δεν θα βρέχει;
6. Πότε έκλεισε το μαγαζί αυτό;

## ROMANIZATION

1. Πότε θα ftásis stin Eláda?
2. Πότε htístike to OÁKA?
3. Πότε θα apofítisis apó to panepistímio?
4. Πότε θα zitísis ádia ya diakopés?
5. Πότε den tha vréhi?
6. Πότε éklise to magazí aftó?

## ENGLISH

1. When will you arrive in Greece?

CONT'D OVER

2. When was the Athens Olympic Stadium built?
3. When will you graduate from university?
4. When will you ask time off for vacations?
5. When will it not be raining?
6. When did this store close down?

## VOCABULARY

Greek	Romanization	English	Class
ταΐζω	taízo	feed	verb
έρχομαι	érhome	come	verb
ανοίγω	anígo	open	verb
ανακαλύπτω	anakalípto	discover	verb
εφευρίσκω	efevrísko	invent	verb

## SAMPLE SENTENCES

<p><b>Πότε θα ταΐσεις τα σκυλιά;</b> <i>Póte tha taísis ta skililá?</i></p> <p>"When will you feed the dogs?"</p>	<p><b>Πόσο συχνά ταΐζεις το μωρό;</b> <i>Póso sihná taízis to moró?</i></p> <p>"How often do you feed the baby?"</p>
<p><b>Πότε ήρθες;</b> <i>Póte írthes?</i></p> <p>"When did you come?"</p>	<p><b>Πότε έρχονται οι γονείς σου;</b> <i>Póte érhonde i gonís su?</i></p> <p>"When are your parents coming?"</p>

**Πότε άνοιξε το νέο πολιτιστικό κέντρο;**

*Póte ánixe to néo politistikó kéndro?*

"When did the new cultural center opened?"

**Πότε ανακαλύφθηκε η Αμερική;**

*Póte anakalífthike i Amerikí?*

"When was America discovered?"

**Πότε εφευρέθηκε ο ηλεκτρικός τηλέγραφος;**

*Póte efevréthike o ilektrikós tilégrafos?*

"When was the electrical telegraph invented?"

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the second element:

Πότε + **ρήμα** (+ συμπλήρωμα)

*Póte + **ríma** (+ simblíroma)*

"When + **verb** (+ complement)"

1. Πότε **θα φτάσεις** στην Ελλάδα;  
*Póte **tha ftásis** stin Eláda?*  
"When **will you arrive** in Greece?"

### Replace "verb" for:

Target	Romanization	English	Word Class
ταΐζω	<i>taízo</i>	to feed	verb
έρχομαι	<i>érhoma</i>	to come	verb
ανακαλύπτω	<i>anakalípto</i>	to discover	verb
εφευρίσκω	<i>efevrísko</i>	to invent	verb
ανοίγω	<i>anígo</i>	to open	verb



## Sample Sentences:

1. Πότε θα ταΐσεις τα σκυλιά;  
*Póte tha taísis ta skililá?*  
"When will you feed the dogs?"
2. Πότε ήρθες;  
*Póte írthes?*  
"When did you come?"
3. Πότε ανακαλύφθηκε η Αμερική;  
*Póte anakalífthike i Amerikí?*  
"When was America discovered?"
4. Πότε εφευρέθηκε ο ηλεκτρικός τηλέγραφος;  
*Póte efevréthike o ilektrikós tilégrafos?*  
"When was the electrical telegraph invented?"
5. Πότε άνοιξε το νέο πολιτιστικό κέντρο;  
*Póte ánixe to néo politistikó kéndro?*  
"When did the new cultural center opened?"

## GRAMMAR

### The Focus of This Lesson is Asking About Time

Use the following pattern to ask about time.

**Πότε + ρήμα (+ συμπλήρωμα)**

***Póte + ríma (+ simblíroma)***

**"When + verb (+ complement)"**

- 
1. Πότε θα φτάσεις στην Ελλάδα;  
*Póte tha ftásis stin Eláda?*  
"When will you arrive in Greece?"

Asking about time in Greek has the same structure as in English. We start with the interrogative adverb *πότε* (*póte*) meaning "when." What follows is a verb in the form that

demonstrates to whom or what you are referring to, i.e. your subject. After this, comes a complement that will contain more details about what you are asking. For example, it can contain the subject, an object, or a prepositional phrase, among other things. Sometimes the adverb "when" and the verb alone may be enough to ask a question without the need to have a complement, for example, you can say "When will you arrive?" instead of "When will you arrive in Greece?" if it is understood in the conversation that you mean "in Greece."

## 1. Interrogative adverb **πότε** (póte, "when")

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The main use of this temporal-interrogative adverb is to ask "**when**" something happens. It shouldn't be confused with the temporal-demonstrative adverb **ποτέ** (poté) meaning "never." It is a demonstrative adverb because it demonstrates us, or rather doesn't demonstrate us (!), a specific moment in time. Visually, the only difference between **πότε** (póte, "when") and **ποτέ** (poté, "never") is the accentuation, so pay special attention to the accent mark.

Remember, questions asked using interrogative adverbs, such as **Πότε;** (Póte? "When?") can always be answered using indefinite, relative, and demonstrative adverbs such as the adverb **ποτέ** (poté, "never") that we mentioned above. These four adverb groups are called "correlate adverbs" because they correlate.

1. Πότε; → Ποτέ.  
Póte? → Poté.  
"When?" → "Never"

**Πότε** (póte, "when") is indeclinable (as all adverbs are) so it always has the same form no matter how it is used in speech.

It can be used to make direct or indirect questions. For example:

1. Πότε φεύγεις;  
Póte févyis?  
"When are you leaving?" (direct question)
2. Ρωτάει πότε φεύγεις.  
Rotái póte févyis.  
"She is asking when you are leaving." (indirect question)

The sentences using this adverb have usually the same structure as the equivalent English sentences: The adverb is placed at the beginning of a question: **Πότε...;** (Póte... ?), "When... ?"

## 2. Common temporal adverbs

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Temporal adverbs (χρονικά επιρρήματα, *hroniká epirímata*) denote time and answer the question **Πότε;** (*Póte?* "When?").

Let's see some common temporal adverbs:

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Temporal Adverbs	
<b>Interrogative*</b>	<b>Πότε;</b> ( <i>póte?</i> ) "when?"
<b>Indefinite*</b>	<b>κάποτε</b> ( <i>kápotē</i> ) "some day," <b>κάπου κάπου</b> ( <i>kápu kápu</i> ) "from time to time," <b>πότε πότε</b> ( <i>póte póte</i> ) "from time to time," <b>άλλοτε</b> ( <i>álotē</i> ) "formerly"
<b>Demonstrative*</b>	<b>τότε</b> ( <i>tóte</i> ) "then," <b>τώρα</b> ( <i>tóra</i> ) "now," <b>ποτέ</b> ( <i>poté</i> ) "never"
<b>Relative*</b>	<b>τότε που</b> ( <i>tóte pu</i> ) "then," <b>όποτε</b> ( <i>ópote</i> ) "whenever," <b>οποτεδήποτε</b> ( <i>opotedípote</i> ) "any time"

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**αμέσως** (*amésos*) "immediately," **ευθύς** (*efthís*) "immediately or from the beginning," **μόλις** (*mólis*) "just now or as soon as"

**κιόλας** (*kiólas*) "already (so soon)," **ήδη** (*ídi*) "already (by now)," **πια** (*pia*) "not any longer," **ακόμη/ακόμα** (*akómi/akóma*) "still"

**πάλι** (*páli*) "again," **ξανά** (*xaná*) "again or before," **συχνά** (*sihná*) "often," **συνήθως** (*siníthos*) "usually," **συνάμα** (*sináma*) "in addition," **αδιάκοπα** (*adiákopa*) "incessantly," **έγκαιρα** (*éngera*) "on time"

**ύστερα** (*ístera*) "after or later," **μετά** (*metá*) "after," **έπειτα** (*éпита*) "after or afterwards," **αργά** (*argá*) "late," **αργότερα** (*argótera*) "later," **κατόπιν** (*katópin*) "after"

**πρώτα** (*próta*) "first," **πριν** (*prin*) "before," **πρωύτερα** (*protítera*) "earlier," **νωρίς** (*norís*) "early," **νωρίτερα** (*norítera*) "earlier," **γρήγορα** (*grígora*) "quickly"

**χτες** (*htes*) "yesterday," **(ε)ψές** (*(e)psés*) "yesterday (colloquial)," **προχτές** (*prohtés*) "the day before yesterday," **σήμερα** (*símera*) "today," **απόψε** (*arópse*) "tonight"

**αύριο** (*ávrio*) "tomorrow," **μεθαύριο** (*methávrio*) "the day after tomorrow," **πέρ(υ)σι** (*pér(i)si*) "last year," **πρόπερσι** (*própersi*) "two years ago," **φέτος** (*fétos*) "this year," **του χρόνου** (*tu hrónu*) "next year," etc.

## Various

- These four groups are called *συσχετικά επιρρήματα* (*sischetiká epirímata*) in Greek, because they correlate. Some adverbs from the "various" group (underlined) may also be used on their own to answer the question "when?"

### 3. Simple future tense (active voice)

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With this tense, which in Greek is called *στιγμαίος μέλλοντας* (*stigmiéos méllondas*), you can describe an action that will happen momentarily or just once in the future. This tense is equivalent to the English simple future.

**For example:**

1. Αύριο **θα τρέξω** στον αγώνα.  
*Ávrio **tha tréxo** ston agóna.*  
"Tomorrow, **I'll run** in the race."

To form a regular verb in the simple future tense we need:

1. the future particle **θα** (*tha*, "will")
2. the **aorist stem**
3. the **simple future tense endings**

The active voice simple future tense endings are basically one common set for all the verb conjugations and classes. This set of endings is the same as the active voice, present tense endings of the 1st conjugation verbs which you should already know from previous lessons:

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#### Singular

1st person	<b>-ω</b> (-o)
2nd person	<b>-εις</b> (-is)
3rd person	<b>-ει</b> (-i)

#### Plural

1st person	<b>-ουμε</b> (-ume)
2nd person	<b>-ετε</b> (-ete)

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Now let's see the conjugation of some active voice verbs in the simple future tense:

### Active voice, simple future tense

1st conjugation	2nd conjugation 1st class	2nd conjugation 2nd class
<b>φτάνω</b> ( <i>ftáno</i> , "to arrive/reach")	<b>ζητάω/-ώ</b> ( <i>zitáo/-ó</i> , "to ask for [sth]")	<b>αποφοιτώ</b> ( <i>apofitó</i> , "to graduate")
<b>Singular</b>		
<b>Θα φτάσ-ω</b> ( <i>tha ftáso</i> , "I will arrive")	<b>Θα ζητήσ-ω</b> ( <i>tha zitíso</i> , "I will ask")	<b>Θα αποφοιτήσ-ω</b> ( <i>tha apofitíso</i> , "I will arrive")
<b>Θα φτάσ-εις</b> ( <i>tha ftásis</i> , "you will arrive")	<b>Θα ζητήσ-εις</b> ( <i>tha zitísis</i> , "you will ask")	<b>Θα αποφοιτήσ-εις</b> ( <i>tha apofitísis</i> , "you will arrive")
<b>Θα φτάσ-ει</b> ( <i>tha ftási</i> , "he/she/it will arrive")	<b>Θα ζητήσ-ει</b> ( <i>tha zitísi</i> , "he/she/it will ask")	<b>Θα αποφοιτήσ-ει</b> ( <i>tha apofitísi</i> , "he/she/it will arrive")
<b>Plural</b>		
<b>Θα φτάσ-ουμε</b> ( <i>tha ftásume</i> , "we will arrive")	<b>Θα ζητήσ-ουμε</b> ( <i>tha zitísume</i> , "we will ask")	<b>Θα αποφοιτήσ-ουμε</b> ( <i>tha apofitísume</i> , "we will arrive")
<b>Θα φτάσ-ετε</b> ( <i>tha ftásete</i> , "you will arrive")	<b>Θα ζητήσ-ετε</b> ( <i>tha zitísete</i> , "you will ask")	<b>Θα αποφοιτήσ-ετε</b> ( <i>tha apofitísete</i> , "you will arrive")
<b>Θα φτάσ-ουν(ε)*</b> ( <i>tha ftásun</i> , "they will arrive")	<b>Θα ζητήσ-ουν(ε)*</b> ( <i>tha zitísun</i> , "they will ask")	<b>Θα αποφοιτήσ-ουν(ε)*</b> ( <i>tha apofitísun(e)</i> , "they will arrive")

- The forms using the final vowel are more casual. For a more standard or formal speech, use the forms without the final vowel.

### Note:

Sometimes we might be able to make statements about future events by using the present tense instead. This happens also in English with the use of the simple present tense.

### For example:

1. Πότε **θα φτάσεις** στην Ελλάδα; → Πότε **φτάνεις** στην Ελλάδα;  
*Póte **tha ftásis** stin Eláda? → Póte **ftánis** stin Eláda?*  
"When **will you arrive** in Greece?" → "When **do you arrive** in Greece?"

As you can see, the meaning is the same in both cases. However, just like in English, this doesn't happen always. It usually happens when the statements are about facts that are related to something fixed - such as a schedule, a time-table, or a calendar.

### Some more examples are:

1. Το τρένο **φτάνει** αύριο στις 10 το βράδυ.  
*To tréno **ftáni** ávrio stis déka to vrádi.*  
"The train **arrives** tomorrow at 10 PM."
2. Η πτήση **αναχωρεί** σε 45 λεπτά.  
*I ptísi **anahorí** se saránda pénde leptá.*  
"The flight **departs** in 45 minutes."
3. **Έχω** μάθημα κολύμβησης αύριο το απόγευμα.  
*Ého máthima kolímvisis ávrio to apógevma.*  
"**I have** a swimming lesson tomorrow in the afternoon."
4. Αύριο **ανοίγουμε** στις 8 το πρωί.  
*Ávrio **anígume** stis ohtó to proí.*  
"Tomorrow **we open** at 8 AM."
5. Την άλλη εβδομάδα **έχουμε** τεστ μαθηματικών.  
*Tin áli evdomáda **éhume** test mathimatikón.*  
"Next week **we have** a math test."

## Review

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So remember, to ask about time, start with the interrogative adverb πότε (*póte*) meaning "when," continue with a verb, and finish with an optional complement, if needed, that will contain more details about what you are asking - such as the subject, an object, a prepositional phrase, etc.



## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #19

## Using the Auxiliary Verb "Can"

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# 19

## GREEK

1. Η Λένα μπορεί να τραγουδάει πολύ γλυκά.
2. Μπορώ να παίζω πιάνο.
3. Μπορεί να χορεύει σάλσα.
4. Ο εκτυπωτής μπορεί να εκτυπώνει 50 σελίδες το λεπτό.
5. Δεν μπορώ να τρέχω.
6. Μπορείς να κάνεις ησυχία;

## ROMANIZATION

1. I Léna borí na tragudáí polí gliká.
2. Boró na pézo piáno.
3. Borí na horévi sálsa.
4. O ektipotís borí na ektipóni penínda selídes to leptó.
5. Den boró na trého.
6. Borís na kánis isihía?

## ENGLISH

1. Lena can sing very sweetly.

CONT'D OVER

2. I can play the piano.
3. She can dance salsa.
4. The printer can print 50 pages per minute.
5. I can't run.
6. Can you be quiet?

## VOCABULARY

Greek	Romanization	English	Class
να περιμένω	na periméno	to wait	verb
να ρωτάω	na rotáo	ask	verb
να διαβάζω	na diavázo	read	verb
να καταλαβαίνω	na katalavéno	understand	verb
να μαθαίνω	na mathéno	learn	verb

## SAMPLE SENTENCES

<p><b>Δεν μπορώ να περιμένω άλλο.</b>  <i>Den boró na periméno álo.</i></p> <p>"I can't wait anymore."</p>	<p><b>Μπορείτε να ρωτάτε το προσωπικό, αν χρειάζεστε κάτι.</b>  <i>Boríte na rotáte to prosopikó, an hriázeste káti.</i></p> <p>"You can ask the staff, if you need something."</p>
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**Οι μαθητές αυτοί μπορούν να διαβάζουν αραβικά.**

*I mathités aftí borún na diavázun araviká.*

"These students can read Arabic."

**Ο διερμηνέας μπορεί να καταλαβαίνει πάνω από πέντε γλώσσες.**

*O dierminéas borí na katalavéni páno apó pénde glóses.*

"The interpreter can understand over five languages."

**Η Ράνια μπορεί να μαθαίνει νέα πράγματα με ευκολία.**

*I Ránia borí na mathéni néa prágmata me efkolíá.*

"Rania can learn new things with ease."

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the third element:

ονομαστική φράση στην ονομαστική + ρήμα μπορώ + **ρήμα σε υποτακτική με να** (+ συμπλήρωμα)

*onomatiki frási stin onomastiki + ríma boró + ríma se ipotaktiki me na* (+ simblíroma)

"noun phrase in the nominative + verb "can" + **verb in the subjunctive with να (na, "to")** (+ complement)"

1. Η Λένα μπορεί **να τραγουδάει** πολύ γλυκά.

*I Léna borí na tragudái* polí gliká.

"Lena can **sing** very sweetly."

**Replace "verb in the subjunctive with να (na, "to")" for:**

Target	Romanization	English	Word Class
να περιμένω	<i>na periméno</i>	(to) wait	verb
να ρωτάω	<i>na rotáo</i>	(to) ask	verb

να διαβάζω	<i>na diavázo</i>	(to) read	verb
να καταλαβαίνω	<i>na katalavéno</i>	(to) understand	verb
να μαθαίνω	<i>na mathéno</i>	(to) learn	verb

### Sample Sentences:

1. Δεν μπορώ να περιμένω άλλο.  
*Den boró na periméno álo.*  
"I can't wait anymore."
2. Μπορείτε να ρωτάτε το προσωπικό, αν χρειάζεστε κάτι.  
*Boríte na rotáte to prosopikó, an hriázeste káti.*  
"You can ask the staff, if you need something."
3. Οι μαθητές αυτοί μπορούν να διαβάζουν αραβικά.  
*I mathités aftí borún na diavázun araviká.*  
"These students can read Arabic."
4. Ο διερμηνέας μπορεί να καταλαβαίνει πάνω από πέντε γλώσσες.  
*O dierminéas borí na katalavéni ráno apó pénde glóses.*  
"The interpreter can understand over five languages."
5. Η Ράνια μπορεί να μαθαίνει νέα πράγματα με ευκολία.  
*I Ránia borí na mathéni néa prágmata me efkolía.*  
"Rania can learn new things with ease."

## GRAMMAR

### The Focus of This Lesson is Expressing Your Ability to Do Something

Use the following pattern to express your ability to do something.

**ονομαστική φράση στην ονομαστική + ρήμα μπορώ + ρήμα σε υποτακτική με να (+ συμπλήρωμα)**

***onomatiki frási stin onomastiki + ríma boró + ríma se ipotaktiki me na (+ simblíroma)***

**"noun phrase in the nominative + verb "can" + verb in the subjunctive with να (*na*,**

## "to") (+ complement)"

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1. Η Λένα μπορεί να τραγουδάει πολύ γλυκά.  
*I Léna borí na tragudáí polí gliká.*  
"Lena can sing very sweetly."

One of the ways you can express your ability to do something in Greek is by using the verb "can" in Greek. Although in English the verb "can" is a modal and auxiliary verb, the Greek equivalent, which is the verb μπορώ (boró), is just a normal verb. It gets conjugated like a second conjugation, second class verb; however, the aorist tense is irregular as it ends in -εσα (-esa) instead of -ησα (-isa) and it becomes **μπόρεσα** (bóresa) meaning "I could." It is considered an active verb so you won't find it in the passive voice. Now let's see a typical sentence structure that uses this verb in order to express ability to do something.

You can start with a noun phrase in the nominative, if you want to mention the subject of the verb. Then, use the verb "can" in the correct form depending on the subject and context. What comes next is the particle να (na) meaning "to" as in "to eat," and a verb formed in the subjunctive. The subjunctive is a verb mood and it will be the focus of this lesson, so make sure to check out the lesson notes. You can finish the sentence with an optional complement that will provide more information about the ability described, but there can be a fully valid sentence with just the verb "can" and the verb in the subjunctive. For example "I can play." Μπορώ να παίζω. (*Boró na pézo.*)

### 1. Adverbs ending in -α (-a)

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In this lesson, we will see how we can produce adverbs that end in **-α (-a)**. Most of these adverbs are equivalent to the English **-ly** ending adverbs which are produced by adjectives and usually denote manner, answering the question "How?"

#### For example:

1. "beautiful" → "beautifully"

The Greek **-α (-a)** ending adverbs derive from **some adjective groups** and from **some passive voice participles**. More specifically, they derive from the neuter gender, nominative, plural form of:

- **Most (not all) masculine adjectives ending in -ος / -ός** such as:

1. **γλυκός** (glikós, "sweet") → **γλυκά** (gliká, "sweetly")

- **-ύς, -ιά, -ύ** adjectives such as:

1. **βαρύς** (*varís*, "heavy") → **βαριά** (*variá*, "heavily")

- **-ης, -α, -ικο** adjectives such as:

1. **κατσούφης** (*katsúfis*, "moody") → **κατσούφικα** (*katsúfika*, "moodily")

- **Most (not all) passive voice participles** such as:

1. **λυπημένος** (*lipiménos*, "sad") → **λυπημένα** (*lipiména*, "sadly")

## 2. Introduction to the subjunctive mood

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So far we've been studying a few tenses in the indicative mood which is the mood in which a verb expresses something factual. Now we'll introduce you to the subjunctive mood which is the mood in which a verb expresses something non-factual. This can be a wish, a desire, an intention, a hope, an expectation, a suggestion, hesitation, something hypothetical, or even a mild command, although there is the imperative mood for making proper commands which we'll study in a later lesson.

Just like the indicative mood, the subjunctive mood also has forms in various tenses. It is mainly used with the following three\* tenses:

1. the **present tense** (υποτακτική ενεστώτα, *ipotaktikí enestóta*) **or progressive (continuous) subjunctive** (εξακολουθητική υποτακτική, *exakoluthitikí ipotaktikí*)
2. the **aoist tense** (υποτακτική αορίστου, *ipotaktikí aorístu*) **or momentary (simple) subjunctive** (συνοπτική υποτακτική, *sinoptikí ipotaktikí*)
3. and the **present perfect tense** (υποτακτική παρακειμένου, *ipotaktikí parakiménu*) **or perfective (completed) subjunctive** (συντελεσμένη υποτακτική, *sindelezméni ipotaktikí*)

- *There are other tenses too that may be used in a subjunctive structure, but we won't focus on such structures for the moment.*

In the indicative mood, tenses help add a time reference to the verb's action, i.e. the action may be taking place in the present, the past, or the future. In the subjunctive, the tenses

don't really add a time reference to the verb's action, they rather help us understand whether that action (wish, desire, intention, etc.) that the verb expresses is continuous, momentary, or perfective.

In this lesson, we'll focus only on the progressive subjunctive.

### 3. Progressive subjunctive

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#### Formation

To form a **regular verb** in the progressive subjunctive, in either the active or the passive voice, is really simple. We just need to add one of the following particles, conjunctions or adverbs in front of a verb in the present tense of the indicative mood of the corresponding voice. So the formula is:

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#### Progressive Subjunctive

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**verb in the present tense  
of the indicative mood**

*To form the negation in the subjunctive, we use the particle **μη(ν)\*** (mi(n), "not/don't") right before the verb.*

#### Particles

**να** (na, "to")

+

**ας** (as, "let's/ let")

*Sometimes a weak personal pronoun may come right before the verb and after the particle (or conjunction or adverb) and the negation (if used). See examples A.2, B.4, B.5, F.1, F.3, and F.6 in the section below.*



## Conjunctions

**για να** (*ya na*, "in order to")

**όταν/σαν** (*ótan/san*, "when")

**μήπως** (*mípos*, "perhaps/in case")

+

**αν/εάν/άμα** (*an/eán/áma*, "if")

**μόλις** (*mólis*, "as soon as")

**πριν (να)/προτού** (*prin (na)/protú*, "before")

**αφού** (*afú*, "after")

verb in the present tense of the indicative mood

To form the negation in the subjunctive, we use the particle μη(ν)\* (*mi(n)*, "not/don't") right before the verb.

Sometimes a weak personal pronoun may come right before the verb and after the particle (or conjunction or adverb) and the negation (if used). See examples A.2, B.4, B.5, F.1, F.3, and F.6 in the section below.

## Adverb

**ίσως** (*ísos*, "perhaps/maybe")

+

verb in the present tense of the indicative mood

To form the negation in the subjunctive, we use the particle μη(ν)\* (*mi(n)*, "not/don't") right before the verb.

Sometimes a weak personal pronoun may come right before the verb and after the particle (or conjunction or adverb) and the negation (if used). See examples A.2, B.4, B.5, F.1, F.3, and F.6 in the section below.

- Μη(ν) (*mi(n)*, "not/don't") **keeps the final** ν (*n*) when the next word begins either with a **vowel**

or the consonants κ (k), π (p), τ (t), ξ (x), ψ (ps), or the double consonant combinations μπ (b), ντ (d), γκ (g), τσ (ts) and τζ (j). In any other case, it loses it. It also **loses its final ν (n) before a punctuation mark or a scholarly participle in some standard expressions.**

**For example:**

1. Μη! (Mi! "Don't!")
2. χώρος μη καπνιζόντων (hóros mi kapnizónton, "non-smoking area").

## General uses of the subjunctive

It would be nearly impossible and pointless to document all of the possible uses of the subjunctive. However, below you will find the most common ones.

**A.** The most common use of the subjunctive is **after a verb**, specially after verbs that express wish, desire, expectation, hope, etc. This structure is usually rendered in English as verb + infinitive and is used to connect two or more verb actions together. For example:

1. Σου αρέσει να τρέχεις.  
*Su arési na tréhis.*  
"You like to run." (all the time)
2. Πρέπει να σου πληρώνουν τις υπερωρίες.  
*Prépi na su plirónun tis iperoríes.*  
"They must pay you overtime." (always)
3. Θέλω να ταξιδεύω κάθε χρόνο.  
*Thélo na taxidévo káthe hróno.*  
"I want to travel every year." (repetitive action)
4. Θα μελετάω, για να βελτιώνω τα ελληνικά μου.  
*Tha meletáo, ya na veltiόno ta eliniká mu.*  
"I will be studying in order to improve my Greek." (a continuous procedure to improve with no defined end)
5. Είχε την τάση να μη μιλάει πολύ. = Δεν είχε την τάση να μιλάει πολύ.  
*Íhe tin tási na mi milái polí. = Den íhe tin tási na milái polí.*  
"He had the tendency **not to talk** a lot." = "He didn't have the tendency **to talk** a lot." (always)

6. Δουλεύουμε, **για να μπορούμε να ζούμε.**

Dulévume, **ya na borúme na zúme.**

"We work **to be able to live.**" (living continuously, day by day)

As you can see from example 5, in some cases, the negation can be in either of the verbs without affecting the meaning.

In this example 6, you can see a combination of three verbs. A verb in the indicative (underlined) and two verbs in the subjunctive one after the other (bolded).

In the above examples, the verb before the subjunctive (underlined) defines the time (past, present, future) and the second verb, the one in the progressive subjunctive, denotes that the second action is continuous. So although in English we say "You like to run." (example 1.) in Greek what we really mean is "You like to be running." as in running all the time, many times, or often, not just once and that's it (concept of continuity).

If you go back to lesson 5 of this series, you can apply this use of the subjunctive to the sentence pattern of that lesson (subjunctive after the verb θέλω, *thélo*, "to want").

Let's compare some examples in the indicative mood with examples using the progressive subjunctive:

Indicative	Subjunctive
<p><b>Πίνω πορτοκαλάδα.</b> <i>Píno portokaláda.</i> "I <b>drink</b> orange juice." or "I'm <b>drinking</b> orange juice." (fact)</p>	<p><b>Μου αρέσει να πίνω πορτοκαλάδα.</b> <i>Mu arési na píno portokaláda.</i> "I like <b>to drink</b> (lit. "<b>to be drinking</b>") orange juice." (often - desire)</p>
<p><b>Δεν πίνει αλκοόλ.</b> <i>Den píni alkoól.</i> "He <b>doesn't drink</b> alcohol." or "He <b>is not drinking</b> alcohol." (fact)</p>	<p><b>Ο γιατρός λέει να μην πίνει αλκοόλ.</b> <i>O yatrós léi na min píni alkoól.</i> "The doctor says <b>he shouldn't drink</b> alcohol." or "The doctor says <b>he shouldn't be drinking</b> alcohol." (all the time - suggestion)</p>

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## Κολυμπάω.

*Kolimbáo.*

"I swim."

or

"I'm swimming."

(fact)

**Θέλω να κολυμπάω κάθε μέρα.**

*Thélo na kolimbáo káthe méra.*

"I want **to swim** (lit. "**to be swimming**")  
every day."

(often - desire, intention)

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**B.** Another very common use of the subjunctive is the **standalone subjunctive at the beginning of a sentence with the particles να (na)**, which is the one used most often with the subjunctive, **or ας (as.)** For example:

1. **Να τρως υγιεινά!**  
*Na tros iyiiná!*  
"(Do) eat healthy!" (always)
2. **Ας φροντίζουμε το περιβάλλον.**  
*As frondízume to periválon.*  
"Let's take care of the environment." (always)
3. **Ας παρουσιάζει αυτή το σόου, όχι η Νίκη!**  
*As parusiázi aftí to sóu, óhi i Níki!*  
"Let her **present** the show, not Nicky!" (always, every time there's a show - concession)
4. **Ας μην το κάνει συνέχεια ο Μάρκος.**  
*As min to káni sinéhia o Márkos.*  
"Don't let Marc **do** it every single time." (often - suggestion)
5. **Ας τον προστατεύει ο Θεός!**  
*As ton prostatévi o Theós!*  
"May God **protect** him!" (always - wish)

Depending on the context and voice tone, this subjunctive may be perceived as many things. For example the first sentence may be perceived as:

"I want you to (desire) / I urge you to (exhortation) / I wish you would (wish) / I command you to (mild command) / You have to (obligation) / I allow you to (allowance) / I expect you to (expectation) / You should (suggestion) eat healthy."

As you can see, this subjunctive doesn't express something certain, a true event, or a fact.

It expresses something uncertain that we don't know whether it is happening right now or whether it will be happening in the future, but if it does or if it ever will, we want it to happen continuously (progressive subjunctive).

**C.** The subjunctive can be used to form **negative commands** in place of a negative imperative verb form which doesn't exist in Greek (only the affirmative imperative exists.) For example:

1. **Να μη μιλάς! / Μη μιλάς!\***  
**Na mi milás! / Mi milás!**  
"Don't speak!" (all the time, probably for specific occasions - deterrence / command)
2. **Μην πηδάς στον καναπέ!**  
**Min pidás ston kanapé!**  
"Don't jump on the couch!" (all the time - command)

*Eg 1: When commanding with μη (mi, "don't"), it's not always necessary to use a particle with this subjunctive. In that case, the negative command feels more strict.*

Depending on the voice tone, we can perceive this subjunctive as a command, a deterrence, an exhortation, a suggestion, etc.

**D.** The subjunctive may also follow **adjectives, adverbs, and interrogative pronouns and adverbs** (in either direct or indirect questions). For example:

1. Είναι εύκολο να φτιάχνεις μακαρόνια.  
*Íne éfkolo na ftiáhnis makarónia.*  
"It's easy to make pasta." (always - adjective)
2. Είναι καλύτερα να κλειδώνεις την πόρτα τα βράδια.  
*Íne kalítera na klidónis tin pórta ta vrádia.*  
"It's best to lock the door at night." (every night - adverb)
3. Προχωράω χωρίς να κοιτάζω πίσω.  
*Prohoráo horís na kitázo píso.*  
"I move forward without looking back." (without turning my head multiple times to look back - adverb)

4. Πού να στέλνουμε τα γράμματα; / Δεν ξέρω πού να στέλνουμε τα γράμματα.  
*Πύ na stélnume ta grámata? / Den xéro pύ na stélnume ta grámata.*  
"Where should we be sending the letters?" / "I don't know where we should be sending the letters." (always, many times - interrogative adverb)
5. Τι να γράφω; / Δεν ξέρω τι να γράφω.  
*Τι na gráfo? / Den xéro ti na gráfo.*  
"What should I be writing?" / "I don't know what I should be writing." (always, whenever I need to write - interrogative pronoun)

**E.** The subjunctive may be nominalized (i.e. used as a noun) by adding the neuter article *το* (*to*) before it. This is done to use a verb in the subjunctive, or a whole phrase that begins with a verb in the **subjunctive**, as a subject, an object (mostly with the progressive subjunctive only), a predicate, or any other sentence element. This subjunctive is usually rendered in English with the use of a gerund, which is also used as a noun in English speech.

**For example:**

1. Το να γκρινιάζεις\* δεν θα λύσει το πρόβλημά σου.  
*Το na griniázis den tha lísi to próvlimá su.*  
"Nagging won't solve your problem." (continuously - subject)
2. Αγαπώ το να βλέπω το ηλιοβασίλεμα.  
*Agaró to na vlépo to iliovasílema.*  
"I love watching the sunset." (always - object)
3. Η δουλειά της είναι το να συντηρεί τα έργα τέχνης.  
*I duliá tis íne to na sindirí ta érga téhnis.*  
"Her job is to restore works of art." (every day - predicate)
4. Με το να γκρινιάζεις δεν λύνεται το πρόβλημά σου.  
*Me to na griniázis den línete to próvlimá su.*  
"By nagging, your problem won't be solved." (subject)
5. Προτιμώ να βγαίνω έξω με τους φίλους μου από το να ακούω εσένα.  
*Protimó na vyéno éxo me tus filus mu apó to na akúo eséna.*  
"I prefer to go out with my friends than to listen to you." (all the time - prepositional phrase)

- The nominalized subjunctive **might be preceded by a preposition** as well, for example: E.4, E.5

**F.** When the subjunctive is used **after certain conjunctions** (see first table above), it may introduce a subordinate\* (dependant) clause to indicate things such as something expected to happen, something eventual, hypothetical, an intention, a purpose, etc.

- A subordinate clause cannot stand alone in speech and depends on a different clause of the same sentence in order to make sense.

1. Φοράω γυαλιά, **για να σε βλέπω** καλύτερα.  
*Foráo yaliá, ya na se vlépo kalítera.*  
"I'm wear glasses (**in order**) **to see** you better." (many times - purpose)
2. **Όταν βρέχει** ηρεμώ.  
*Ótan vréhi iremó.*  
"When it rains, I calm down." (in the eventuality of rain)
3. Θα του επιστρέψω τα ακουστικά **μήπως τα χρειάζεται**.  
*Tha tu epistrépsō ta akustiká mípos ta hriázete.*  
"I'll return his earphones **in case he needs** them." (constant need - uncertainty)
4. **Αν φωνάζεις** έτσι, δεν θα σε βοηθήσω.  
*An fonázis étsi, den tha se voithíso.*  
"If you scream (lit. "you are screaming") like that, I won't help you." (constantly - conditional)
5. **Μόλις ξυπνάω**, ανοίγω τις κουρτίνες.  
*Mólis xipnáō, anígo tis kurtínes.*  
"As soon as I wake up, I open up the curtains." (every time - something expected to happen)
6. **Πριν/Αφού φεύγεις** από τη δουλειά, **να** μου **στέλνεις** μήνυμα.  
*Prin/Afú fényis apó ti duliá, na mu stélnis mínima.*  
"Before/ After you leave work, **send** me a message." (every time - expectation)

We will be studying the momentary subjunctive in the next lesson.

## Review

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So remember, to express your ability to do something, start with a noun phrase in the

nominative to express the subject, if needed, then use the verb "can," then the particle να (na) followed by a verb in the subjunctive and finish with a complement, if necessary.



## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #20

## Using Verbs in Subjunctive Form

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# # 20

## GREEK

1. Η μητέρα θέλει να φροντίσει τον εαυτό της.
2. Θέλουν να χάσουν βάρος.
3. Θέλουμε να κλείσουμε ένα δωμάτιο.
4. Τα μέλη θέλουν καλύτερη εξυπηρέτηση.
5. Δεν θέλει να μείνει.
6. Θέλετε να προσπαθήσουμε ξανά;

## ROMANIZATION

1. I mitéra théli na frondísi ton eaftó tis.
2. Thélun na hásun város.
3. Thélume na klísume éna domátio.
4. Ta méli thélun kalíteri exipirétisi.
5. Den théli na míni.
6. Thélete na prospathísume xaná?

## ENGLISH

1. The mother wants to take care of herself.

CONT'D OVER

2. They want to lose weight.
3. We want to book a room.
4. The members want a better service.
5. She doesn't want to stay.
6. Do you want (us) to try again?

## VOCABULARY

Greek	Romanization	English	Class
να πλύνω	na plíno	wash	verb
να ετοιμάσω	na etimáso	prepare	verb
να σβήσω	na zvíso	delete	verb
να προσθέσω	na prosthéso	add	verb
να αλλάξω	na aláxo	change	verb

## SAMPLE SENTENCES

<p><b>Θέλω να πλύνεις την αυλή.</b>  <i>Thélo na plínis tin avlí.</i></p> <p>"I want you to wash the yard ."</p>	<p><b>Η Ρένα θέλει να ετοιμάσει τα κουλουράκια για τη γιορτή.</b>  <i>I Réna théli na etimási ta kulurákia ya ti yortí.</i></p> <p>"Rena wants to prepare the cookies for the party."</p>
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**Θέλω να σβήσεις αυτό που έγραψες στον πίνακα!**

*Thélo na zvísis aftó pu égrapses ston pínaka!*

"I want you to delete what you wrote on the blackboard!"

**Θέλετε να προσθέσετε κάτι άλλο στην απολογία σας;**

*Thélete na prosthésete káti álo stin apologyía sas?*

"Do you want to add something else to your plea?"

**Ο ιδιοκτήτης θέλει να μην αλλάξει η διακόσμηση.**

*O idioktítis théli na min aláxi i diakózmisi.*

"The owner wants the decoration not to change."

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the third element:

ονομαστική φράση στην ονομαστική + ρήμα θέλω + **ρήμα σε υποτακτική με να** (+ συμπλήρωμα)

*onomatikí frási stin onomastikí + ríma thélo + ríma se ipotaktikí me na* (+ simblíroma)

"noun phrase in the nominative + verb "to want" + **verb in the subjunctive with να (na, "to")** (+ complement)"

1. Η μητέρα θέλει **να φροντίσει** τον εαυτό της.  
*I mitéra théli na frondísi ton eaftó tis.*  
"The mother wants **to take care of** herself."

**Replace "verb in the subjunctive with να (na, "to")" for:**

**Word Class**

**Gender**

Target	Romanization	English	
να πλύνω	<i>na plíno</i>	(to) wash	verb
να ετοιμάσω	<i>na etimáso</i>	(to) prepare	verb

να σβήσω	<i>na zvíso</i>	(to) delete	verb
να προσθέσω	<i>na prosthíso</i>	(to) add	verb
να αλλάξω	<i>na aláxo</i>	(to) change	verb

### Sample Sentences:

1. Θέλω να πλύνεις την αυλή.  
*Thélo na plínis tin avlí.*  
"I want you to wash the yard."
2. Η Ρένα θέλει να ετοιμάσει τα κουλουράκια για τη γιορτή.  
*I Réna théli na etimási ta kulurákia ya ti yortí.*  
"Rena wants to prepare the cookies for the party."
3. Θέλω να σβήσεις αυτό που έγραψες στον πίνακα!  
*Thélo na zvísis aftó pu égrapses ston pínaka!*  
"I want you to delete what you wrote on the blackboard!"
4. Θέλετε να προσθέσετε κάτι άλλο στην απολογία σας;  
*Thélete na prosthéseste káti álo stin apologyía sas?*  
"Do you want to add something else to your plea?"
5. Ο ιδιοκτήτης θέλει να μην αλλάξει η διακόσμηση.  
*O idioktítis théli na min aláxi i diakózmisi.*  
"The owner wants the decoration not to change."

## GRAMMAR

### The Focus of This Lesson is Expressing That You Want to Do Something

Use the following pattern to express that you want to do something.

**ονοματική φράση στην ονομαστική + ρήμα θέλω + ρήμα σε υποτακτική με να (+ συμπλήρωμα)**

***onomatikí frási stin onomastikí + ríma thélo + ríma se ipotaktikí me na (+ simblíroma)***

**"noun phrase in the nominative + verb "to want" + verb in the subjunctive with να**

## (να, "to") (+ complement)"

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1. Η μητέρα θέλει να φροντίσει τον εαυτό της.  
*I mitéra théli na frondísi ton eaftó tis.*  
"The mother wants to take care of herself."

In order to express that you want to do something, you can start with a noun phrase in the nominative if you want to mention the subject of the verb. Then, use the verb "to want," θέλω (*thélo,*) in the correct form - depending on the subject and context. What comes next is the particle να (*na*) meaning "to" as in "to sleep," and a verb formed in the subjunctive. You can finish the sentence with an optional complement that will provide more information about what you want to do, but there can be a fully valid sentence with just the verb "to want" and the verb in the subjunctive. For example "I want to win." Θέλω να κερδίσω. (*Thélo na kerdíso.*)

### 1. Momentary Subjunctive

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#### Formation

To form a regular verb in the momentary subjunctive, in either the active or the passive voice, is a bit trickier than the progressive subjunctive as we need to use the aorist stem of a verb. Again, we'll need to add one of the following particles, conjunctions, or adverbs in front of the verb. So the formula is:

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#### Momentary Subjunctive

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**aoiŕ stem of a verb (no augmentation)  
+ the endings of the present tense of the indicative mood**

*To form the negation in the subjunctive, we use the particle **μη(ν)\*** (mi(n), "not/don't") right before the verb.*

**Particles**

**να** (na, "to")                                    +  
**ας** (as, "let's/ let")

*Sometimes a weak personal pronoun may come right before the verb and after the particle (or conjunction or adverb) and the negation (if used). See examples **A.2, B.4, B.5, F.1,** and **F.3** in the section below.*

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## Conjunctions

**για να** (*ya na*, "in order to")

**όταν/σαν** (*ótan/san*, "when")

**μήπως** (*mípos*, "perhaps/in case")

+

**αν/εάν/άμα** (*an/eán/áma*, "if")

**μόλις** (*mólis*, "as soon as")

**πριν (να)/προτού** (*prin (na)/protú*, "before")

**αφού** (*afú*, "after")

aurist stem of a verb (no augmentation)  
+ the endings of the present tense of the indicative mood

To form the negation in the subjunctive, we use the particle μη(ν)\* (*mi(n)*, "not/ don't") right before the verb.

Sometimes a weak personal pronoun may come right before the verb and after the particle (or conjunction or adverb) and the negation (if used). See examples A.2, B.4, B.5, F.1, and F.3 in the section below.



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ao­rist stem of a verb (no augmentation)  
+ the endings of the present tense of the indicative mood

To form the negation in the subjunctive, we use the particle μη(ν)\* (mi(n), "not/ don't") right before the verb.

## **Adverb**

**ίσως** (ísos, "perhaps/ maybe") +

Sometimes a weak personal pronoun may come right before the verb and after the particle (or conjunction or adverb) and the negation (if used). See examples A.2, B.4, B.5, F.1, and F.3 in the section below.

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- Μη(ν) (mi(n), "not/ don't") **keeps the final ν (n)** when the next word begins either with a **vowel** or the consonants κ (k), π (p), τ (t), ξ (x), ψ (ps), or the double consonant combinations μπ (b), ντ (d), γκ (g), τσ (ts) and τζ (j). In any other case, it loses it. It also **loses its final ν (n) before a punctuation mark or a scholarly participle in some standard expressions**. For example, Μη! (Mi! "Don't!") and χώρος μη καπνιζόντων (hóros mi kapznizóndon, "non-smoking area").

## **General uses of the subjunctive**

In the previous lesson, we saw various general uses of the subjunctive by presenting examples using specifically the progressive subjunctive which was the focus of that lesson. Below, we'll list these general uses again, but we'll present the same or similar examples using the momentary subjunctive instead. This is a good chance for a revision, but it will also help you compare these two types of subjunctive more easily. When comparing them, you might notice that in English some translations remain exactly the same in either case. That's because in English, the notion of continuity or non-continuity in such verb structures is usually understood from the context and rarely from the verb itself. In Greek, however, you **always** need to make the distinction by using the correct type of subjunctive. Here are

the uses again:

**A. After a verb** (most common use), specially after verbs that express wish, desire, expectation, hope, etc. This structure is usually rendered in English as verb + infinitive and is used to connect two or more verb actions together. For example:

1. Θέλω να τρέξω.  
*Thélo na tréxo.*  
"I want to run." (now, once, not all the time)
2. Πρέπει να σου πληρώσουν τις υπερωρίες.  
*Prépi na su plirósun tis iperoríes.*  
"They must pay you overtime." (in this case only, ex. this month)
3. Θέλω να ταξιδέψω στην Ισλανδία.  
*Thélo na taxidépso stin Islandía.*  
"I want to travel to Iceland." (once, not all the time)
4. Θα μελετάω, για να βελτιώσω τα ελληνικά μου.  
*Tha meletáo, ya na veltiósó ta eliniká mu.*  
"I will be studying in order to improve my Greek." (not a constant procedure of improvement; once improvement is achieved, that's it)
5. Ήθελε να μη μιλήσει. = Δεν ήθελε να μιλήσει.  
*Íthele na mi milísi. = Den íthele na milísi.*  
"He wanted not to talk." = "He didn't want to talk." (at that particular occasion, depending on the context)
6. Δουλεύουμε, για να μπορέσουμε να ζήσουμε.\*  
*Dulévume, ya na borésume na zísume.*  
"We work to be able to live." (to live this life once and then die)

*As you can see from example 5, in some cases, the negation can be in either of the verbs without affecting the meaning.*

*In example 6, you can see a combination of three verbs. A verb in the indicative (underlined) and two verbs in the subjunctive one after the other (bolded).*

In the above examples, the verb before the subjunctive (underlined) defines the time (past, present, future) and the second verb, the one in the momentary subjunctive, denotes that the second action is not continuous, it's instantaneous or it's just a single action. So with this subjunctive, when we say in English "I want to run." (example 1.) in Greek we mean that

"I want to run now, once, and then stop." (concept of non-continuity)

The sentence pattern we are examining in this lesson is very similar to the one we studied on lesson 5 of this series, so you can apply this use of the subjunctive (either progressive or momentary) to the sentence pattern of that lesson (subjunctive after the verb θέλω, *thélo*, "to want").

Let's compare some examples in the indicative mood with examples using the momentary subjunctive:

Indicative	Subjunctive
<p><b>Πίνω πορτοκαλάδα.</b> <i>Píno portokaláda.</i> "I <b>drink</b> orange juice." or "I'm <b>drinking</b> orange juice." (fact)</p>	<p><b>Θέλω να πιω πορτοκαλάδα.</b> <i>Thélo na pio portokaláda.</i> "I want <b>to drink</b> orange juice." (now, once, in this occasion - desire)</p>
<p><b>Δεν πίνει αλκοόλ.</b> <i>Den píni alkoól.</i> "He <b>doesn't drink</b> alcohol." or "He <b>is not drinking</b> alcohol." (fact)</p>	<p><b>Ο γιατρός λέει να μην πει αλκοόλ.</b> <i>O yatrós léi na min pii alkoól.</i> "The doctor says <b>he shouldn't drink</b> alcohol." (in a specific occasion, ex. while taking certain medication - suggestion)</p>
<p><b>Κολυμπάω.</b> <i>Kolimbáo.</i> "I <b>swim</b>." or "I'm <b>swimming</b>." (fact)</p>	<p><b>Θέλω να κολυμπήσω στη θάλασσα.</b> <i>Thélo na kolimbíso sti thálasa.</i> "I want <b>to swim</b> in the sea." (now, once, on this occasion - desire, intention)</p>

**B.** Another very common use of the subjunctive is the **standalone subjunctive at the beginning of a sentence with the particles να (na)**, which is the one used most often with the subjunctive, **or ας (as.)** For example:

1. **Να φας υγιεινά!**  
*Na fas iyiiná!*  
"(Do) eat healthy!" (on this occasion)

2. **Ας φροντίσουμε** το περιβάλλον.  
*As frondísume to periválon.*  
"Let's take care of the environment." (once and for all)

Depending on the context and voice tone, this subjunctive may be perceived as many things. For example, the first sentence may be perceived as:

"I want you to (desire) / I urge you to (exhortation) / I wish you would (wish) / I command you to (mild command) / You have to (obligation) / I allow you to (allowance) / I expect you to (expectation) / You should (suggestion) eat healthy."

As you can see, this subjunctive doesn't express something certain, a true event, or a fact. It expresses something uncertain that we don't know whether it is happening right now or whether it will be happening in the future, but if it does or if it ever will, we want it to happen once (momentary subjunctive).

Some other examples with **ας** (*as*) are:

1. **Ας παρουσιάσει** αυτή το σόου, όχι η Νίκη!  
*As parusiási aftí to sóu, óhi i Níki!*  
"Let her present the show, not Nicky!" (one time only - concession)
2. **Ας μην το κάνει ο Μάρκος.**  
*As min to káni o Márkos.*  
"Don't let Marc do it." (one specific action - suggestion)

*The progressive and momentary subjunctive of the verb κάνω (káno, "to do") are identical.*

1. **Ας τον προστατεύσει** ο Θεός!  
*As ton prostatéfsi o Theós!*  
"May God protect him!" (on this occasion only - wish)

**C.** The subjunctive can be used to form **negative commands** in place of a negative imperative verb form which doesn't exist in Greek (only the affirmative imperative exists.) For example:

1. **Να μη μιλήσεις! / Μη μιλήσεις!\***

**Na mi milísis! / Mi milísis!**

"Don't speak!" (on a specific occasion only - deterrence / command)

- When commanding with μη (mi, "don't"), it's not always necessary to use a particle with this subjunctive. In that case, the negative command feels more strict.

1. **Μην πηδήξεις στον καναπέ!**

**Min pidíxis ston kanapé!**

"Don't jump on the couch!" (someone is about to jump, one jump - command)

Depending on the voice tone, we can perceive this subjunctive as a command, a deterrence, an exhortation, a suggestion, etc.

**D.** The subjunctive may also follow **adjectives, adverbs, and interrogative pronouns and adverbs** (in either direct or indirect questions). For example:

1. Είναι εύκολο να φτιάξεις μακαρόνια.

Íne éfkolo na ftiáxis makarónia.

"It's easy to make pasta." (one time action - adjective)

2. Είναι καλύτερα να κλειδώσεις την πόρτα.

Íne kalítera na klidósis tin pórta.

"It's best to lock the door." (now, once - adverb)

3. Προχώρησα χωρίς να κοιτάξω πίσω.

Prohórisa horís na kitáxo píso.

"I moved forward without looking back." (I didn't turn my head to look back, not even once - adverb)

4. Πού να στείλουμε τα γράμματα; / Δεν ξέρω πού να στείλουμε τα γράμματα.

Pú na stílume ta gráματα? / Den xéro pú na stílume ta gráματα.

"Where should we send the letters?" / "I don't know where we should send the letters." (one time only - interrogative adverb)

5. Τι να γράψω; / Δεν ξέρω τι να γράψω.

Ti na gráψo? / Den xéro ti na gráψo.

"What should I write?" / "I don't know what I should write." (on this occasion - interrogative pronoun)

**E.** The subjunctive may be nominalized (i.e. used as a noun) by adding the neuter article *το* (*to*) before it. This is done to use a verb in the subjunctive, or a whole phrase that begins with a verb in the **subjunctive**, as a subject, an object (mostly with the progressive subjunctive), a predicate, or any other sentence element. This subjunctive is usually rendered in English with the use of a gerund, which is also used as a noun in English speech. For example:

1. **Το να γκρινιάξεις\*** δεν θα λύσει το πρόβλημά σου.  
*To na griniáxis den tha lísi to próvlimá su.*  
"**Nagging** won't solve your problem." (once - subject)
2. **Το να πρόφτασε την πτήση**, δεν το πιστεύω.  
***To na próftase tin ptísi**, den to pistévo.*  
"I don't believe **that he made it to the flight**." (one action to catch that particular flight - object)
3. Η δουλειά της είναι **το να συντηρήσει** αυτό το έργο τέχνης.  
*I duliá tis íne **to na sindirísi** aftó to érgo téhnis.*  
"Her job is **to restore this work of art**." (once - predicate)

- The nominalized subjunctive **might be preceded by a preposition** as well, for example:

1. **Με το να γκρινιάξεις** δεν θα λυθεί το πρόβλημά σου.  
*Me to na griniáxis den tha lithí to próvlimá su.*  
"**By nagging**, your problem won't be solved." (once - subject)
2. Προτιμώ **να βγω** έξω με τους φίλους μου **από το να ακούσω εσένα**.  
*Protimó **na vgo** éxo me tus φίλους mu **από το να ακúso eséna**.*  
"I prefer **to go out** with my friends **than to listen to you**." (once, in this occasion - prepositional phrase)

**F.** When the subjunctive is used **after certain conjunctions** (see first table above), it may introduce a subordinate\* (dependant) clause to indicate things - such as something expected to happen, something eventual, hypothetical, an intention, a purpose, etc.

- A subordinate clause cannot stand alone in speech and depends on a different clause of the same sentence in order to make sense.

1. Φόρεσα γυαλιά, **για να σε δω** καλύτερα.  
*Fóresa yaliá, **ya na se do** kalítera.*  
"I wore glasses (**in order**) **to see** you better." (once - purpose)

2. **Όταν βρέξει** θα μαζέψουμε το νερό.  
*Όταν vréxi tha mazépsume to neró.*  
"When it rains, we'll collect the water." (in the next rainfall - eventuality)
3. Θα του επιστρέψω τα ακουστικά **μήπως** τα **χρειαστεί στις** διακοπές.  
Tha tu epistrépsō ta akustiká **mípos** ta **hriastí stis** diakopés.  
"I'll return his earphones **in case he'll need** them on his vacation." (on that occasion - uncertainty)
4. **Αν φωνάξεις** έτσι, δεν θα σε βοηθήσω.  
*An fonáxis étsi, den tha se voithíso.*  
"If you scream like that, I won't help you." (even once - conditional)
5. **Μόλις ξυπνήσω**, θα ανοίξω τις κουρτίνες.  
*Mólis xipníso, tha anízo tis kurtínes.*  
"As soon as I wake up, I'll open up the curtains." (once - expectation)
6. **Πριν/Αφού φύγεις** από τη δουλειά, **στείλε** μου μήνυμα.  
*Prin/Afú fýgis apó ti duliá, stíle mu mínima.*  
"Before/ After you leave work, **send** me a message." (once, on that occasion - expectation)

## 2) Reflexive pronouns

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Those denote that the person who acts is the same person who receives that action. In English, the pronouns "**myself**," "**yourself**," etc. are reflexive pronouns.

The Greek reflexive pronouns use the masculine-only pronoun **εαυτός** (*eaftós*), meaning "self," **preceded always by a definite article and followed by a weak possessive pronoun**:

**μου** (*mu*, "my"), **σου** (*su*, "your"), **του** (*tu*, "his"), **της** (*tis*, "her"), **μας** (*mas*, "our"), **σας** (*sas*, "your"), and **τους** (*tus*, "their").

So the formula is: **definite article + εαυτός** (*eaftós*, "self") + **weak possessive pronoun**.

Reflexive pronouns are declined like the **-ός, -ή, -ό** (*-ós, -í, -ó*) **adjectives**, but only in the genitive and the accusative.

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### Reflexive Pronouns

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## ο εαυτός μου (ο εαυτός μου, "myself")

Singular			
Case	1st person	2nd person	3rd person
Genitive	<b>ΤΟΥ ΕΑΥΤΟΥ ΜΟΥ</b> ( <i>tu eaftú mu</i> , "of myself")	<b>ΤΟΥ ΕΑΥΤΟΥ ΣΟΥ</b> ( <i>tu eaftú su</i> , "of yourself")	<b>ΤΟΥ ΕΑΥΤΟΥ ΤΟΥ/ ΤΗΣ</b> ( <i>tu eaftú tu/tis</i> , "of himself/ herself")
Accusative	<b>ΤΟΝ ΕΑΥΤΟ ΜΟΥ</b> ( <i>ton eaftó mu</i> , "myself")	<b>ΤΟΝ ΕΑΥΤΟ ΣΟΥ</b> ( <i>ton eaftó su</i> , "yourself")	<b>ΤΟΝ ΕΑΥΤΟ ΤΟΥ/ ΤΗΣ</b> ( <i>ton eaftó tu/tis</i> , "himself/ herself")
Plural			
Genitive	<b>ΤΟΥ ΕΑΥΤΟΥ ΜΑΣ</b> or <b>ΤΩΝ ΕΑΥΤΩΝ ΜΑΣ</b> ( <i>tu eaftú mas / ton eaftón mas</i> , "of ourselves")	<b>ΤΟΥ ΕΑΥΤΟΥ ΣΑΣ</b> or <b>ΤΩΝ ΕΑΥΤΩΝ ΣΑΣ</b> ( <i>tu eaftú sas / ton eaftón sas</i> , "of yourselves")	<b>ΤΟΥ ΕΑΥΤΟΥ ΤΟΥΣ</b> or <b>ΤΩΝ ΕΑΥΤΩΝ ΤΟΥΣ</b> ( <i>tu eaftú tus / ton eaftón tus</i> , "of themselves")
Accusative	<b>ΤΟΝ ΕΑΥΤΟ ΜΑΣ</b> or <b>ΤΟΥΣ ΕΑΥΤΟΥΣ ΜΑΣ</b> ( <i>ton eaftó mas / tus eaftús mas</i> , "ourselves")	<b>ΤΟΝ ΕΑΥΤΟ ΣΑΣ</b> or <b>ΤΟΥΣ ΕΑΥΤΟΥΣ ΣΑΣ</b> ( <i>ton eaftó sas / tus eaftús sas</i> , "yourselves")	<b>ΤΟΝ ΕΑΥΤΟ ΤΟΥΣ</b> or <b>ΤΟΥΣ ΕΑΥΤΟΥΣ ΤΟΥΣ</b> ( <i>ton eaftó tus / tus eaftús tus</i> , "themselves")

In case you are wondering why there are only genitive and accusative forms, here's what you need to know:

In order to have the sense of reflexiveness, we need to have an action "go back" to the person who caused it. In order to have such an action, we need a transitive verb. Transitive verbs, as mentioned in lesson 5 of this series, are active diathesis verbs (not to be confused with active voice verbs) whose action goes to a person, an animal, or an



inanimate object. The recipient of that action is the object of the verb and the Greek object can be in either genitive or accusative case. That's why the reflexive pronouns have forms only in the genitive and the accusative case.

There is, however, a corresponding form in the nominative case for each person (usually in singular), but that form does not express reflexiveness and therefore cannot be considered a valid reflexive pronoun form. For example:

1. Να είσαι **ο εαυτός σου**.  
*Na íse **o eaftós su**.*  
"Be **yourself**."

In poetry or in literature, in general, we can also use vocative case (non-reflexive again). For example:

1. Καημένε **εαυτέ μου!**  
*Kaiméne **eafté mu!***  
"Poor **me!**"

## Review

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So remember, to express that you want to do something, start with a noun phrase in the nominative to express the subject, if needed, then use the verb "to want," then the particle *να (na)* followed by a verb in the subjunctive and finish with a complement, if necessary.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #21

## Making Negative Commands

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# # 21

## GREEK

1. Μην κάνεις φασαρία, παρακαλώ!
2. Μην ανησυχείτε για αυτό.
3. Μην ταΐζετε τα ζώα.
4. Μην περπατάς ξυπόλητος!
5. Μη ρυπαίνετε.
6. Μην ομιλείτε στον οδηγό.

## ROMANIZATION

1. Min kánis fasaría, parakaló!
2. Min anisihíte ya aftó.
3. Min taízete ta zóa.
4. Min perpatás xipólitos!
5. Mi ripénete.
6. Min omilíte ston odogó.

## ENGLISH

1. Don't make noise, please!

CONT'D OVER

2. Don't worry about this.
3. Don't feed the animals.
4. Don't walk barefoot!
5. Don't litter.
6. Don't talk to the driver.

## VOCABULARY

Greek	Romanization	English	Class
κάθομαι	káthomai	to sit, to stay	verb
στέκομαι	stékome	stand	verb
καπνίζω	kapnízo	to smoke	verb
γελάω	yeláo	laugh	verb
νευριάζω	nevriázo	get angry	verb

## SAMPLE SENTENCES

<p><b>Μην κάτσεις εκεί! Έχουν βάψει</b>  <i>Min kátsis ekí! Éhun vápsi.</i></p> <p>"Don't sit there! They've painted."</p>	<p><b>Κάθομαι σε μια αναπαυτική πολυθρόνα</b>  <i>Kathomai se mia anapautiki polythrona</i></p> <p>"I'm sitting in a comfortable armchair."</p>
<p><b>Ο λυπημένος έφηβος κάθεται μόνος.</b>  <i>O lypiménos éfivos káthetai mónos.</i></p> <p>"The sad teenager is sitting alone."</p>	<p><b>Μη στέκεσαι όρθιος. Πάρε μια καρέκλα.</b>  <i>Mi stékese órthios. Páre mia karékla.</i></p> <p>"Don't stand. Pull up a chair."</p>

<p><b>Μην καπνίζεις μέσα στο σπίτι!</b> <i>Min kapnízis mésa sto spíti!</i></p> <p>"Don't smoke inside the house!"</p>	<p><b>Δεν καπνίζω.</b> <i>Den kapnízo.</i></p> <p>"I don't smoke."</p>
<p><b>Μη γελάς με τον πόνο μου.</b> <i>Mi yelás me ton póno mu.</i></p> <p>"Don't laugh at my sorrow."</p>	<p><b>Μη νευριάζεις με αυτό που θα σου πω.</b> <i>Mi nevriásis me aftó pu tha su po.</i></p> <p>"Don't get angry at what I'll tell you."</p>

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the second element:

Μη(ν) + **ρήμα στην υποτακτική** (+ συμπλήρωμα)

*Mi(n) + ríma stin ipotaktikí* (+ *simblíroma*)

"Not/ Don't + **verb in the subjunctive** (+ complement)"

1. **Μην κάνεις φασαρία, παρακαλώ!**

*Min kánis fasaría, parakaló!*

"Don't make noise, please!"

### Replace "verb in the subjunctive" for:

Target	Romanization	English	Word Class
κάθομαι	káthome	(to) sit	verb
στέκομαι	stékome	(to) stand	verb
καπνίζω	kapnízo	(to) smoke	verb
νευριάζω	nevriázo	(to) get angry	verb
γελάω	yeláo	(to) laugh	verb

## Sample Sentences:

1. Μην κάτσεις εκεί! Έχουν βάψει.  
*Min kátsis ekí! Éhun vápsi.*  
"Don't sit there! They've painted."
2. Μη στέκεσαι όρθιος. Πάρε μια καρέκλα.  
*Mi stékese órthios. Páre mia karékla.*  
"Don't stand. Pull up a chair."
3. Μην καπνίζεις μέσα στο σπίτι!  
*Min kapnízis mésa sto spíti!*  
"Don't smoke inside the house!"
4. Μη νευριάσεις με αυτό που θα σου πω.  
*Mi nevriásis me aftó pu tha su po.*  
"Don't get angry at what I'll tell you."
5. Μη γελάς με τον πόνο μου.  
*Mi yelás me ton póno mu.*  
"Don't laugh at my sorrow."

## GRAMMAR

**The Focus of This Lesson is Requesting Someone to Refrain From Doing Something**

**Use the following pattern to request someone to refrain from doing something.**

**Μη(ν) + ρήμα στην υποτακτική (+ συμπλήρωμα)**

***Mi(n) + ríma stin ipotaktikí (+ simblíroma)***

**"Not/ Don't + verb in the subjunctive (+ complement)"**

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1. Μην κάνεις φασαρία, παρακαλώ!  
*Min kánis fasaría, parakaló!*  
"Don't make noise, please!"

The simplest way to request someone not to do something is to use the negation particle μη(ν) (*mi(n)*) meaning "don't" followed by a verb in the subjunctive. Sometimes this could be

enough for simple commands such as "Don't speak." Μη μιλάς. (Mi milás.) However you can always add a complement after the subjunctive if you need to include more information, such as an object or the expression "please," which in Greek is παρακαλώ (*parakaló*), if you want to make your command or request sound more polite.

## 1. Imperative

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The imperative is the next verb mood we shall focus on and is the mood in which a verb expresses a command, a request, a pleading, or even a wish. For example:

1. **Κάνε** τα μαθήματά σου!  
*Káne ta mathímatá su!*  
"Do your homework!" (command)

The imperative mood can be formed in the following three tenses:

1. the **present tense** (προστακτική ενεστώτα, *prostaktikí enestóta*) or **progressive (continuous) imperative** (εξακολουθητική προστακτική, *exakoluthitikí prostaktikí*)
2. the **orist tense** (προστακτική αορίστου, *prostaktikí aorístu*) or **momentary (simple) imperative** (συνοπτική προστακτική, *sinoptikí prostaktikí*)
3. and **rarely** in the **present perfect tense** (προστακτική παρακειμένου, *prostaktikí parakiménu*) or **perfective (completed) imperative** (συντελεσμένη προστακτική, *sindelezméni prostaktikí*)

In the indicative mood, tenses help add a time reference to the verb's action, i.e. the action may be taking place in the present, the past, or the future. In the imperative, just like in the subjunctive, the tenses don't really add a time reference to the verb's action, they rather help us understand whether that action (command, request, pleading, etc.) that the verb expresses is continuous, momentary, or perfective.

The indicative, subjunctive, and the imperative mood are considered "personal" moods in Greek (προσωπικές εγκλίσεις, *prosopikés englísis*) because their forms change depending on the person (1st, 2nd, 3rd.) The imperative has forms only for the 2nd person singular and plural and doesn't require the use of a subject pronoun (as you can see from the first example above). However, you can address the person, animal, or thing you are talking to with the use of the vocative case, if you need to.

**For example:**

1. Γιάννη, **κάνε** τα μαθήματά σου!  
Yáni, **káne** ta mathímatá su!  
 "John, **do** your homework!"

The third person imperative does not exist, but with the help of the **subjunctive**, we can form command-like sentences for the third person.

1. **Να κάνει** τα μαθήματά του!  
**Na káni** ta mathímatá tu!  
 "(I want him) **to do** his homework!" (desire)

### Progressive imperative formation

To form a **regular verb** in the **progressive imperative**, in either the active or the passive voice, you need to use the **verb's present stem** (which is common for both voices) and **add the corresponding ending**. Some forms cannot be expressed using a single word in the imperative (except some very rare cases), so again, we use the subjunctive to form these verb forms periphrastically. Let's see the endings in the imperative by conjugating an example from each conjugation group:

Progressive Imperative			
2nd person	First conjugation	Second conjugation (1st class)	Second conjugation (2nd class)
<b>Active voice</b>			
Singular	<b>γράφ-ε</b> ( <i>gráfe</i> , "write")	<b>αγάπ-α</b> ( <i>agápa</i> , "love")	-  <b>subjunctive:</b> <b>να θεωρείς</b> ( <i>na theorís</i> , "(to) consider")
Plural	<b>γράφ-ετε</b> ( <i>gráfete</i> , "write")	<b>αγαπ-άτε</b> ( <i>agapáte</i> , "love")	<b>θεωρ-είτε</b> ( <i>theoríte</i> , "consider")
<b>Passive voice</b>			



	-	-	-
<b>Singular</b>	<b>subjunctive:</b> <b>να γράφεις*</b> <i>(na gráfese,</i> "(to) sign up")	<b>subjunctive:</b> <b>να αγαπιέσαι</b> <i>(na agapiése)</i> "(to) love yourself"	<b>subjunctive:</b> <b>να θεωρείσαι</b> <i>(na theoríse</i> "(to) consider yourself")
	-	-	-
<b>Plural</b>	<b>subjunctive:</b> <b>να γράφεστε*</b> <i>(na gráfeste,</i> "(to) sign up")	<b>subjunctive:</b> <b>να αγαπιέστε*</b> <i>(na agapiéste,</i> "(to) love one another")	<b>subjunctive:</b> <b>να θεωρίστε</b> <i>(na theoríste,</i> "(to) consider yourself")

- Keep in mind that sometimes, the meaning of a verb changes when it's converted into the passive voice and the person or number might affect those semantic properties of a verb. For example, γράφομαι (*gráfome*) in the **1st person or 2nd person** of the present tense of the passive voice means "to be signed up" not "to be written" which in Greek, if taken literally, it would be understood as "to write myself" or "to write yourself" implying that a person takes a pen and starts writing things all over his/her own body. In the 3rd person though, γράφεται (*gráfete*) could be understood as "to be written" if we are talking about a letter that gets written by someone. The other meaning could still be a person signing up for something. So the context is very important to translate a verb in the passive voice properly. Likewise, the plural subjunctive να αγαπιέστε (*na agapiéste*) doesn't mean "to love yourselves" but "(to) love one another."

You should know that many verbs of the second conjugation, usually **-άω/-ώ (-άο/-ό)** verbs, can be conjugated in the **active voice** according to the **first and the second class**.

**For example:**

1. **τηλεφωνάω / τηλεφωνώ** (*telefonáo / telefonó*, "I call")
2. **τηλεφωνάς / τηλεφωνείς** (*telefonás / telefonís*, "you call")
3. **τηλεφωνά(ει) / τηλεφωνεί** (*telefoná(i) / telefoní*, "he/she/it calls")...etc.

Due to this, such verbs form the active voice, second person singular imperative form in

two ways. One ending in **-α (-a)** just like first class second conjugation verbs do and one using the subjunctive just like second class second conjugation verbs do.

**For example:**

1. **τηλεφωνώ** (*telefonó*, "to call") → **τηλεφώνω** (*telefóna*, "call") / **να τηλεφωνείς** (*na telefonís*, "(to) call")

**For example:**

1. **Φόρα** ζεστά ρούχα. / **Να φοράς** ζεστά ρούχα.  
*Fóra zestá rúha.* / *Na forás zestá rúha.*  
 "Wear warm clothes. / (Do) wear warm clothes." (always - command / suggestion)

### Momentary imperative formation

For the momentary imperative, the formula is similar: We use the verb's **aorist stem + the corresponding ending**. However, keep in mind that the aorist stem of a verb is different for the active and the passive voice. While the active voice imperative uses the **active voice aorist stem**, the passive voice imperative is a bit more tricky as it uses the **active voice aorist stem** for the singular forms and the **passive voice aorist stem** (as it should) for the plural forms. Since we haven't studied the aorist stem for the passive voice yet, you can ignore the passive voice momentary imperative for now, but keep this table for your future reference.

Momentary Imperative			
2nd person	First conjugation	Second conjugation (1st class)	Second conjugation (2nd class)
<b>Active voice</b>			
Singular	<b>γράψ-ε</b> ( <i>grápse</i> , "write")	<b>αγάπησ-ε</b> ( <i>agápise</i> , "love")	<b>θεώρησ-ε</b> ( <i>theórise</i> , "consider")
Plural	<b>γράψ-τε</b> ( <i>grápste</i> , "write")	<b>αγαπήσ-τε</b> ( <i>agapíste</i> , "love")	<b>θεωρήσ-τε</b> ( <i>theoríste</i> , "consider")

## Passive voice

<b>Singular</b>	<b>γράψ-ου</b> ( <i>grápsu</i> , "sign up")	<b>αγαπήσ-ου</b> ( <i>agapísu</i> , "love yourself")	<b>θεωρήσ-ου</b> ( <i>theorísu</i> , "consider yourself")
<b>Plural</b>	<b>γραφτ-είτε</b> ( <i>graftíte</i> , "sign up")	<b>αγαπηθ-είτε</b> ( <i>agapithíte</i> , "love one another")	<b>θεωρηθ-είτε</b> ( <i>theorithíte</i> , "consider yourselves")

The first conjugation, active voice, second person singular momentary imperative form sometimes loses the final **-ε** (-e), which then gets replaced by an apostrophe, when:

1. a personal pronoun in the third person follows. For example: **γράψ' του** (*gráps' tu*, "write him")
2. when an article that starts with τ (*t*) follows. For example: **γράψ' το** βιβλίο (*gráps' to vivlío*, "write the book")

### For example:

1. **Κλείσ' το** παράθυρο. Κάνει **κρύο**.  
*Klís' to paráthiro. Káni krío.*  
"Close the window. It's cold." (once - command)

This phonetic phenomenon also happens to the verb **δίνω** (*díno*, "to give") where the form **δώσε** (*dóse*, "give") usually loses the final **-ε** (-e) in front of the weak personal pronouns **μου** (*mu*, "me") and **μας** (*mas*, "us"). For example: **δώσ' μου/μας** (*dóz' mu/mas*, "give me/ us").

### Perfective imperative formation

Finally, the very rare perfective imperative is formed by using the verb **έχω** (*ého*, "to have") in the progressive imperative (there are no momentary imperative forms for this auxiliary verb) + a passive voice participle. For example:

1. **Έχε / Έχετε γραμμένο** όλο το κείμενο μέχρι **αύριο**.  
*Éhe/ éhete graméno* ólo to kíméno méhri ávrío.  
"Have all the text **written** by tomorrow."

Since we haven't studied the formation of the passive voice participle yet, you can ignore this imperative for now (since not all verbs can form it) and come back to it in the future.

## Negation in the imperative

The imperative mood has only affirmative forms. There are no forms to express negation. So how do we express a negative command as in "Don't!"? Again, the subjunctive will come to the rescue and help us form negative commands with the use of the negation particle **μη (ν)\*** (*mi(n)*, "not/ don't") right before the verb. This is exactly what this lesson's sentence pattern is about. Depending on the voice tone, we can perceive this subjunctive as a command, a deterrence, an exhortation, a suggestion, etc.

- *Μη(ν)* (*mi(n)*, "not/ don't") **keeps the final ν (n)** when the next word begins either with a **vowel** or the consonants κ (*k*), π (*p*), τ (*t*), ξ (*x*), ψ (*ps*), or the double consonant combinations μπ (*b*), ντ (*d*), γκ (*g*), τσ (*ts*) and τζ (*j*). In any other case, it loses it. It also **loses its final ν (n) before a punctuation mark or a scholarly participle in some standard expressions**. For example, *Μη!* (*Mi!* "Don't!") and *χώρος μη καπνιζόντων* (*hóros mi kapnizónton*, "non-smoking area").

### For example:

1. **Μην τολμήσεις να πας εκεί!**  
*Min tolmísis na pas ekí!*  
"Don't you dare going there!" (once - command)

Sometimes a weak **personal pronoun** may come right before the verb and after the negation.

### For example:

1. (Να) μην **το** πουλήσεις!  
*(Na) min to pulísis!*  
"Don't sell **it!**" (once - command or suggestion)

## 2. Politeness

---

Politeness in Greek can be expressed in many ways. One of these ways is by adding **παρακαλώ** (*parakaló*, "please") at the very beginning or end of a request or a command. We saw this in the sentence pattern of this lesson. Παρακαλώ (*parakaló*) is often preceded by the second person weak personal pronoun **σε** (*se*, singular "you") or **σας** (*sas*, plural "you") in the accusative. For example:

1. **Σε παρακαλώ**, δώσε μου τα παπούτσια μου.  
**Se parakaló**, dóse mu ta papútsia mu.  
lit. "**Please**, give me my shoes." as in "Will **you please** give me my shoes?"

Technically, we can add "please" in any request, as it is very common in English, however, you'll be surprised to know that Greeks don't use it as often as it might sound too formal and unnecessarily polite sometimes, especially in casual, everyday situations between friends and family.

Below we'll see some other ways that Greeks can show politeness. As you'll see from the examples, "please" is not always necessary to use in these cases.

### The honorific plural

This is the most important way to show politeness:

1. to someone you don't know, such as a person on the street or a hotel clerk
2. to someone who is much older than you
3. to someone of a higher status

You need to know when to use this plural when interacting with Greeks, as failing to use it might offend the person you are talking to even if you do use the word "please."

The way this plural works is that you need to form in the **second person plural the verb and the pronoun** that refers to that single person as if you were talking using **εσείς** (*esís*, plural "you"). So if we take the first example that we saw above, which is in the singular and is therefore casual, and convert it to the honorific plural, the sentence would become:

1. **Σας παρακαλώ, δώστε** μου τα παπούτσια μου. (pronoun and verb change)  
**Sas parakaló, dóste** mu ta papútsia mu.  
lit. "**Please, give** me my shoes." as in "Will **you please** give me my shoes (sir/ma'am)?"

Other words that might refer to that person, such as adjectives, remain in the singular.

**For example:**

1. **Καθήστε** εδώ, αν **είστε** κουρασμένη. (pronoun and verb change, adjective unchanged)  
*Kathíste edó, an íste kurazméni.*  
"Sit here if **you are** tired (ma'am)."

There are lots of social factors to consider in order to use this honorific plural. We have created a handy diagram that will help you determine when to use it: <https://bit.ly/2PGLU4J>.

### The adverb **λίγο** (*lígo*, "a little")

This is used often when making requests in either casual or formal speech in order to impose less on the person we talk to. Remember, the honorific plural should be used if necessary.

#### For example:

1. Πείτε μου **λίγο** το τηλέφωνό σας.  
*Píte mu lígo to tiléfonó sas.*  
lit. "Tell me **a little** your name." as in "Tell me your name, please." (honorific plural)
2. Άνοιξε **λίγο** το στόμα σου και κάνε «Ααα».  
*Ánixe lígo to stóma su ke káne "Aaa".*  
lit. "Open up your mouth **a little** and say "Aaa." " as in "Open up your mouth and say "Aaa," please."

### Diminutives

Another way to impose less on the person we talk to upon making a request or command is the use of diminutives. Diminutives are a special form of words, such as nouns and adjectives, that express the same thing as the original word but in a smaller size or in a more affectionate way. This is usually done by adding a suffix on the original word. We won't study diminutives in this lesson, we'll only see a couple of examples so you become familiar with their use in polite speech.

1. Φέρτε μου **λιγάκι** αυτό εκεί. (diminutive of **λίγο**, *lígo*, "a little")  
*Férte mu ligáki aftó ekí.*  
lit. "Bring me **a little bit** that thing over there." as in "Will you bring me that thing over there, please." (honorific plural)

2. Πιες **νεράκι** να ξεδιψάσεις! (diminutive of **νερό**, *neró*, "water")  
Pies **neráki** na xedipsásis!  
lit. "Drink **a little water** to quench your thirst." as in "Please, do have some water to quench your thirst."

## The present tense

The imperative is one way to make a request or a command. However this is not the only way. If you struggle remembering how to form the imperative of a verb, you'll be glad to know that you can use the second person singular or plural of the present tense of a verb to make a request. A command like this is rendered in English with "Can you...?" or "Could you...?" This present tense commands are often combined with the adverb **λίγο** (*lígo*, "a little") or a diminutive to impose less on the addressee. For example:

1. Μου **δίνεις** (λίγο/λιγάκι) το μολύβι (/μολυβάκι) σου;  
*Mu dínis (lígo/liqáki) to molívi (/moliváki) su?*  
"Can you **give** me your pencil (please)?"
2. Συγγνώμη, **ανοίγετε** λίγο το παράθυρο, σας παρακαλώ;  
*Signómi, aníyete lígo to paráthiro, sas parakaló?*  
"Excuse me, **would you open** the window, please?" (honorific plural)

## The verb **θέλω** (*thélo*, "to want") and **μπορώ** (*boró*, "can") in the conditional form.

The conditional is formed by using the particle **θα** (*tha*, "will"), which is normally used for the future tense, and the past continuous tense of a verb.

### For example:

1. **θέλω** (*thélo*, "to want") → **θα ήθελα** (*tha íthela*, "I would like")
2. **μπορώ** (*boró*, "can" or "may I/ can I" in questions) → **θα μπορούσα** (*tha borúsa*, "I could" or "could I" in questions)

These conditional forms sound more polite and less imposing than using the normal verb upon making a request or asking a question:

1. **Θα ήθελα** την αστακομακαρονάδα.  
*Tha íthela tin astakomakarónáda.*  
"I would like the lobster pasta."

2. **Θα θέλατε** να σας φέρω κάτι;  
*Tha thélate na sas féro káti?*  
"Would you like me to bring you something?" (honorific plural)
3. **Μπορούμε / Θα μπορούσαμε** να έχουμε λίγο κρασάκι παραπάνω;  
*Borúme / Tha borúsame na éhume lígo krasáki pararáno?*  
"Can we (May we) / Could we have some more wine?"

### The subjunctive with να

This subjunctive can be used to make polite requests and suggestions. It usually goes at the beginning of a sentence. For example:

1. **Να έρχεσαι** να μας βλέπεις πιο συχνά!  
*Na érhese na mas vlépis pio sihná!*  
lit. "Do come see us more often!" as in "We would like you to come see us more often!"
2. **Να** σας **απασχολήσω** για λίγο;  
*Na sas apascholíso ya lígo?*  
"May I bother you for a while?" (lit. "May I keep you busy for a while?") (honorific plural)

### Review

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So remember, the simplest way to request someone to refrain from doing something is to use the negation particle "don't", μη(ν) (*mi(n)*), followed by a verb in the subjunctive and add a complement, if needed, to include more information or say "please," παρακαλώ (*parakaló,*) if you want to make your command or request sound more polite.



## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #22

## Tag Questions

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# # 22

## GREEK

1. Έχεις πληρώσει το ρεύμα, σωστά;
2. Αυτός είναι στην Ισπανία, σωστά;
3. Πίνεις αλκοόλ, σωστά;
4. Έχεις φέρει τα σχέδια, σωστά;
5. Δεν είσαι ακόμα άρρωστη, σωστά;
6. Έχεις επισκεφτεί το μουσείο αυτό, σωστά;

## ROMANIZATION

1. Έhis plirósi to révma, sostá?
2. Aftós íne stin Ispanía, sostá?
3. Pínis alkoól, sostá?
4. Έhis féri ta schédia, sostá?
5. Den íse akóma árosti, sostá?
6. Έhis episkeftí to musío aftó, sostá?

## ENGLISH

1. You have paid the electricity bill, right?

CONT'D OVER

2. He is in Spain, right?
3. You drink alcohol, right?
4. You brought the designs, right?
5. You're not sick still, right?
6. You have visited this museum, right?

## VOCABULARY

Greek	Romanization	English	Class
κερδίσαμε	kerdísame	we won	phrase
πτώχευσε	ptóhefse	he went bankrupt	phrase
θα πετύχει	tha petíhi	it will work	phrase
έχει χειροτερεύσει	éhi hiroteréfsi	he has worsened	phrase
γυμνάζεσαι	yimnázese	you exercise	phrase

## SAMPLE SENTENCES

<p><b>Εμείς κερδίσαμε το Euro το 2004, σωστά;</b>  <i>Emís kerdísame to Yúro to dío hiliádes tésera, sostá?</i></p> <p>"We won the UEFA Euro in 2004, right?"</p>	<p><b>Η επιχείρησή του πτώχευσε φέτος, σωστά;</b>  <i>I epihírísí tu ptóhefse fétos, sostá?</i></p> <p>"His business went bankrupt this year, right?"</p>
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**Θα πετύχει το πείραμα αυτό, σωστά;**

*Tha petíhi to pírama aftó, sostá?*

"This experiment will work, right?"

**Η κατάσταση του ασθενή έχει**

**χειροτερεύσει, σωστά;**

*I katástasi tu asthení éhi hiroteréfsi, sósta?*

"The patient's condition has worsened, right?"

**Εσύ γυμνάζεσαι κάθε μέρα, σωστά;**

*Esí yimnázese káthe méra, sostá?*

"You exercise every day, right?"

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the first element:

**κύρια πρόταση + σωστά;**

*kíria prótasi + sostá?*

"main clause + right?"

1. **Έχεις πληρώσει το ρεύμα, σωστά;**  
*Éhis plirósi to révma, sostá?*  
"You have paid the electricity bill, right?"

### Replace "main clause" for:

Target	Romanization	English	Word Class
κερδίσαμε	<i>kerdísame</i>	we won	verb
πτώχευσε	<i>ptóhefse</i>	he went bankrupt	verb
θα πετύχει	<i>tha petíhi</i>	it will work/ succeed	verb
έχει χειροτερεύσει	<i>éhi hiroteréfsi</i>	he/she/it has worsened	verb

**Sample Sentences:**

1. Εμείς κερδίσαμε το Euro το 2004, σωστά;  
*Emís kerdísame to Yúro to dío hiliádes tésera, sostá?*  
"We won the UEFA Euro in 2004, right?"
2. Η επιχείρησή του πτώχευσε φέτος, σωστά;  
*I epihírísí tu ptóhefse fétos, sostá?*  
"His business went bankrupt this year, right?"
3. Θα πετύχει το πείραμα αυτό, σωστά;  
*Tha petíhi to pírama aftó, sostá?*  
"This experiment will work, right?"
4. Η κατάσταση του ασθενή έχει χειροτερεύσει, σωστά;  
*I katástasi tu asthení éhi hiroteréfsi, sósta?*  
"The patient's condition has worsened, right?"
5. Εσύ γυμνάζεσαι κάθε μέρα, σωστά;  
*Esí yimnázese káthe méra, sostá?*  
"You exercise every day, right?"

**GRAMMAR****The Focus of This Lesson is Seeking Confirmation About a Statement**

Use the following pattern to seek confirmation about a statement.

**κύρια πρόταση + σωστά;**

***kíria prótasi + sostá?***

**"main clause + right?"**

- 
1. Έχεις πληρώσει το ρεύμα, σωστά;  
*Éhis plirósi to révma, sostá?*  
"You have paid the electricity bill, right?"

This sentence pattern is all about adding the word "right," which in Greek is σωστά (*sostá*,) after a main clause that expresses a statement, in order to get a confirmation about the statement. A main clause is a part of a sentence that can stand alone in speech and doesn't depend on other clauses to make sense or be complete. It can be as simple as a single verb, for example, "You paid." or it can be more complicated, for example, "You have paid the electricity bill." By now you've learned lots of different sentence patterns, so you can use those to form independent clauses that can be followed by the word "right" in order to seek confirmation about something.

## 1. Tag questions

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A tag question is a question that a speaker adds after a statement to ask for confirmation. In English, the statement and the question are opposites. So if the statement is affirmative, the tag question will be negative and the opposite. In Greek, we do make tag questions to get a confirmation, but the statement and the question don't necessarily have to be opposites like in English.

Greek tag questions vary depending on the context but for most cases you can simply add the phrase ...έτσι δεν είναι? (...*étsi den íne?*) meaning "... isn't that so?" or "... isn't he/she/it?" at the end of any Greek statement, whether it's negative or affirmative. Let's have a look at two examples:

1. Το φορτηγό **είναι** μπλε, έτσι **δεν είναι**; (affirmative - negative)  
*To fortigó **íne** ble, étsi **den íne?***  
"The truck **is** blue, **isn't** it?"
2. Το φορτηγό **δεν είναι** μπλε, έτσι **δεν είναι**; (negative - negative)  
*To fortigó **den íne** ble, étsi **den íne?***  
"The truck **is not** blue, **is** it?"

So the structure is like this:

**[statement] + [question to confirm whether the statement is true]**

It doesn't matter if the statement is negative or affirmative. So it's like saying:

1. [The truck is blue], [this statement is true, right?] being confident that the truck is blue.
2. [The truck is not blue], [this statement is true, right?] being confident that the truck is not blue.

The yes/ no answer should be in accordance with the statement. For example:

1. **Ναι, (είναι μπλε). / Όχι, (δεν είναι μπλε,) είναι κόκκινο.**  
*Ne, (íne ble). / Óhi (den íne ble,) óne kókino.*  
"Yes, (it's blue). / No, (it's not blue,) it's red." (the parts in brackets are optional)
2. **Ναι, (δεν είναι μπλε,) είναι κόκκινο. / Όχι, είναι μπλε.**  
*Ne, (den íne ble,) íne kókino. / Óhi, íne ble.*  
"Yes, (it's not blue). / No, it's blue." (the parts in brackets are optional)

### Here are some similar examples:

1. **Είναι ακριβό, έτσι δεν είναι;**  
*Íne akrivó, étsi den íne?*  
"It's expensive, isn't it?"
2. **Δεν είναι ακριβό, έτσι δεν είναι;**  
*Den íne akrivó, étsi den íne?*  
"It's not expensive, is it?"

Another common way to form a tag question is by using the very casual ... ε? (...e?) "... huh?"

Technically, ... ε? (...e?) could also be used in these Greek examples I mentioned, but since the word immediately before it would be μπλε (*ble*, "blue"), which also ends in -ε (-e), it would be harder to distinguish the tag question because we would have a very long unattractive /e/ sound, μπλε ε (*ble e*.) Finally, remember that before this specific tag question, you don't need a comma in Greek.

### Here are some more examples:

1. **Ωραία ταινία ε;**  
*Oréa tenía e?*  
"Nice movie, huh?"
2. **Ακούς τι λέω ε;**  
*Akús ti léo e?*  
"You can hear what I'm saying, huh?"

Finally, some other common tag questions in Greek are...

1. **... έτσι; ("...étsi?" " ... right?")**

2. ... σωστά; ("...sostá?" also "... right?")
3. ... δεν συμφωνείς; ("...den simfonís?" "...don't you agree?")
4. ... δεν νομίζεις; ("...den nomízis?" "... don't you think?")
5. ... δίκιο δεν έχω; ("...díkió den ého?" "... aren't I right/ am I not right?")
6. ... καλά δεν τα λέω; ("...kalá den ta léo?" roughly "... am I right?")
7. and using the statement's main verb in its opposite form.

So if the verb is affirmative, it becomes negative in the tag question.

### For example:

1. Το φορτηγό **πηγαίνει** πολύ γρήγορα, **δεν πηγαίνει**;  
*To fortigó **piyéni** polí grígora, **den piyéni?***  
 "The truck **goes** very fast, **doesn't it?**"

If the main verb is negative, we make it affirmative in the tag question, but we usually add before it the conjunction ή (ί) meaning "or."

### For example:

1. Το φορτηγό **δεν πηγαίνει** πολύ γρήγορα, **ή πηγαίνει**;  
*To fortigó **den piyéni** polí grígora, **í piyéni?***  
 "The truck **is not going** very fast, **or is it?**"

### Some more examples are:

1. Εμένα μου φαίνεται σωστό, *δεν συμφωνείς*;  
*Eména mu fénete sostó, den simfonís?*  
 "It looks right to me, don't you agree?"
2. Αυτό το κομμάτι πάει εδώ, *σωστά*;  
*Aftó to komáti pái edó, sostá?*  
 "This piece goes here, right?"



## 2. Present perfect, past perfect, and future perfect tense

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These three tenses, as their names suggest, are the perfective tenses, or συντελεσμένοι χρόνοι (*sindelezméni hróni*) in Greek. When a Greek verb is in one of these tenses, it has a perfective aspect, meaning that it denotes an action that is completed. Let's see them in detail.

### Present perfect tense

**The present perfect tense**, or in Greek **παρακείμενος** (*parakímenos*), denotes that an action or a circumstance was completed earlier than the present time.

#### For example:

1. **Έχω διαβάσει** το μήνυμα.  
*Ého diavási, to mínima.*  
"I have read the message."

To form the present perfect tense in Greek, you need the auxiliary verb **έχω** (*ého*, "to have,") **in the present tense + the corresponding infinitive\*** of the verb which is different for the active and the passive voice.

So the formula is: **έχω (ého) + infinitive**

- *The Greek infinitive is NOT the same thing as the English infinitive. You create this infinitive by using the corresponding active or passive voice **ao**rist stem (without the augmentation) adding the ending -ει (-i) which is common in both voices.*

When you conjugate a verb in the present perfect tense, you basically conjugate the verb "to have." The infinitive will never change because its nature is non-finite, meaning that it doesn't express tense, person, or number. It is a verb formation element that can't stand on its own. Its role is similar to the English past participle that helps form the English perfective tenses (ex. I have **eaten**), although the Greek infinitive, again, is NOT the same thing as the English past participle. You can see a conjugated example at the end of these lesson notes.

Another important thing to know is that this tense can be formed not only in the indicative, but also in the subjunctive and in some rare cases in the imperative mood as well. For the subjunctive mood, all you have to do is add the **να** (*na*, "to") or some other subjunctive-related particle or conjunction in front of the verb in the present perfect tense.

#### For example:

1. **να έχω διαβάσει**  
*na ého diavási*  
"(to) have read")

This is the only perfective tense in Greek that can have forms in other moods. The two remaining tenses that we'll see below are formed only in the indicative mood.

This tense is a bit tricky for students of Greek as not all sentences that use the present perfect tense in English require the same tense in Greek. The best way to study this is to focus on the English uses first and see how they get rendered in Greek. So the **present perfect tense in English is used to describe:**

**A. An action or situation that happened in an indefinite moment in the past.** This is often interchangeable with the aorist (simple past) tense in Greek as long as the moment in the past remains indefinite. For example:

1. **Έχει μάθει** να δένει τα κορδόνια της. (present perfect) / **Έμαθε** να δένει τα κορδόνια της. (aorist)  
*Éhi máthi na déni ta kordónia tis. / Émathe na déni ta kordónia tis.*  
"She has learned how to tie her shoes." (present perfect) / "She learned how to tie her shoes." (aorist)  
(when she learned to do that is not important)

If the time in the past becomes a specific moment, then in English, as well as in Greek, you should use the simple past:

1. **Έμαθε** να δένει τα παπούτσια της χτες. NOT **Έχει μάθει** να δένει τα παπούτσια της χτες.  
*Émathe na déni ta kordónia tis htes.* NOT *Éhi máthi na déni ta kordónia tis htes.*  
"She learned how to tie her shoes yesterday." NOT "She has learned how to tie her shoes yesterday."
2. **Έχεις διαβάσει** το «Ο γέρος και η θάλασσα»;  
*Éhis diavási to "O yéros ke i thálasa"?*  
"Have you read "The Old Man and The Sea"?"
3. **Έχω μάθει** λίγα ελληνικά.  
*Ého máthi líga eliniká.*  
"I've learned some Greek."

4. Κάποιος **έφαγε\*** τη σοκολάτα μου! (the aorist sounds more natural)  
*Kápios éfaye\* ti sokoláta mu!*  
"Someone **has eaten/ ate** my chocolate!"

**B. An action or situation that started in the past and it still continues.** Such sentences in Greek might be expressed with the present tense. For example:

1. **Ζω** στην Κρήτη εδώ και δέκα χρόνια. (present tense)  
*Zo stin Kríti edó ke déka hrónia.*  
"I **have lived** in Crete for ten years." (= and I still do)
2. **Δουλεύει** στο γραφείο από το 2012. (present tense)  
*Dulévi sto grafío apó to dío hiliádes dódeka.*  
"He **has worked** in the office since 2012." (= and he still does)
3. **Δεν έχει καπνίσει/Έχει να καπνίσει** εδώ και πολλά χρόνια.  
*Den éhi kapnísi/Éhi na kapnísi edó ke polá hrónia.*  
"He **hasn't smoked** in years." (= and he still doesn't)  
(The alternative option in Greek with "to have" + **subjunctive** + **εδώ και** expresses negation.)
4. **Έχεις παίξει καθόλου** κρυφτό από τότε που ήσουν παιδί;  
*Éhis péxi kathólu kriptó apó τότε pu ísun pedí?*  
"Have you **played** hide and seek (ever) since you were a child?" (and until now)

Regarding sentences 1 and 2 that use the present tense:

The concept of the present perfect tense in Greek is that **the action happened in the past and finished in the past**. Hence the term "perfect" referring to something accomplished or completed. English uses the present perfect tense, perhaps weirdly, even for actions that still continue in the present time. So if the action is still happening as we speak, then the action cannot be expressed by the present perfect tense in Greek because the action is not finished and since it's happening now, then we need the present tense. Specifying in Greek that the current action started in the past is not done with a verb tense but with the context. For example, by saying από το 2012 (*apó to dío hiliádes dódeka*, "since 2012").

So the logic in these Greek sentences is that a present action started in the past (← |) while in English the logic is that a past action continues in the present (| →).

**C. An action or situation that happened in the past during a specific period of time that hasn't finished yet.** For example:

1. **Έχει βρέξει** πολύ φέτος.  
*Éhi vréxi polí fétos.*  
"It has rained a lot this year." (= and the year isn't over yet)
2. **Έχει δουλέψει** πολύ σκληρά αυτήν την εβδομάδα.  
*Éhi dulépsi polí sklirá aftín tin evdomáda.*  
"She has worked hard this week." (= and the week isn't over yet)
3. **Δεν έχουν δει** τον γεράκο σήμερα.  
*Den éhun di ton yeráko símera.*  
"They haven't seen the old man today." (= and the day isn't over yet)

**D. A repeated action or situation that happened at an unspecified point in time between the past and the present.** For example:

1. **Έχω επισκεφτεί** την Ελλάδα δύο φορές.  
*Ého episkeftí tin Eláda dío forés.*  
"I have visited Greece two times."
2. **Έχουμε δει** τον Τιτανικό αρκετές φορές.  
*Éhume di ton Titanikó arketés forés.*  
"We have seen the "Titanic" several times."
3. **Έχει συμβεί** ήδη πολλές φορές. / **Έχει ήδη συμβεί** πολλές φορές.\*  
*Éhi simví ídi polés forés. / Éhi ídi simví polés forés.*  
"It has happened many times already."

- *Ήδη is quite flexible within a Greek sentence. For example, it can also go at the beginning or end of the sentence.*

1. **Έχουμε** ήδη **χρησιμοποιήσει** αυτήν την υπηρεσία.  
*Éhume ídi hrisimopísi aftín tin ipiresía.*  
"We have used that service already."

**E. An action or situation that has happened very recently (expressed by 'just'.)** Such sentences in Greek are expressed with **μόλις** (*mólis*, "just") + **aorist**. In English, they can also be expressed with simple past.

## For example:

1. Μόλις **ξύπνησα**. / **Ξύπνησα** μόλις τώρα. / Τώρα μόλις **ξύπνησα**. / Μόλις τώρα **ξύπνησα**.  
*Mólis xípnisa. / Xípnisa mólis tóra. / Tóra mólis xípnisa. / Mólis tóra xípnisa.*  
"I have just **woken up**." (present perfect) = "I just **woke up**." (simple past)
2. Μόλις **τελείωσα** τη δουλειά μου.  
*Mólis telíosa ti duliá mu.*  
"I have just **finished** my work." = "I just finished my work."
3. Μόλις την **πρόσβαλες/προσέβαλλες**.  
*Mólis tin prózvales/prosévaalles.*  
"You have just **offended** her." (present perfect) = "You just **offended** her." (simple past)

## Past perfect tense

The **past perfect tense**, or in Greek **υπερσυντέλικος** (*ipersindélikos*), denotes that an action or a circumstance was completed before another action or specific time in the past.

## For example:

1. **Είχα διαβάσει** το μήνυμα, όταν έσβησε το κινητό μου.  
*Íha diavási, to mínima, ótan ézvisse to kinitó mu.*  
"I had read the message when my phone shut down."

To form the past perfect tense in Greek, you need again the auxiliary verb **έχω** (*ého*, "to have,") in the **past tense** + **the corresponding infinitive** depending on the voice.

So the formula here is: **είχα (íha) + infinitive**

As you can guess, here too we conjugate the auxiliary verb while the infinitive remains unchanged. See a conjugated example in the table further below.

Another example is:

1. **Είχα τελειώσει** τη δουλειά μου μέχρι την ώρα που ήρθε να με πάρει.  
*Íha teliósi ti duliá mu méhri tin óra pu írthe na me pári.*  
"I had finished my work by the time he came to pick me up."

You can also combine this tense with **μόλις** (*mólis*, "just") which usually goes **before or after** the verb **έχω** (*ého*) in Greek:

1. **Είχα μόλις ξαπλώσει**, όταν έγινε ο σεισμός.  
*Íha mólis xaplósi, ótan éyine o sizmós.*  
"I had just lied down when the earthquake happened."

## Future perfect tense

**The future perfect tense**, or in Greek **μέλλοντας συντελεσμένος** (*mélondas sindelezménos*), denotes that an action or a circumstance will be completed before another action or specific time in the future.

**For example:**

1. **Θα έχω διαβάσει** το μήνυμα μέχρι τότε.  
*Tha ého diavási to mínima méhri tóte.*  
"I will have read the message by then."

To form the future perfect tense in Greek, you need the auxiliary verb **έχω** (*ého*, "to have,") in the **future tense** + **the corresponding infinitive** depending on the voice.

So the formula here is: **θα έχω (έχο) + infinitive**

**Some more examples are:**

1. Στις 23 Ιουνίου **θα έχω ζήσει** εδώ για 6 μήνες.  
*Stis íkosi tris Iuníu tha ého zísi edó ya éxi mínes.*  
"On June 23rd, I will have lived here for six months."
2. Όταν θα διαβάζεις αυτό, εγώ **θα έχω φύγει**.  
*Ótan tha diavázis aftó, egó tha ého fíyi.*  
"By the time you will be reading this, I will have left."
3. **Δεν θα έχουν φτάσει** μέχρι τις 5:00;  
*Den tha éhun ftási méhri tis pénde?*  
"Won't they have arrived by 5:00?"

Again, we conjugate the auxiliary verb while the infinitive remains unchanged. See a conjugated example in all the perfective tenses below:

## διαβάζω (*diavázo*, "to read")

### Active voice - Indicative

#### Present Perfect

#### Past Perfect

#### Future Perfect

### Singular

#### έχω διαβάσει

(*ého diavási*, "I have read")

#### είχα διαβάσει

(*íha diavási*, "I had read")

#### θα έχω διαβάσει

(*tha ého diavási*, "I will have read")

#### έχεις διαβάσει

(*éhis diavási*, "you have read")

#### είχες διαβάσει

(*íhes diavási*, "you had read")

#### θα έχεις διαβάσει

(*tha éhis diavási*, "you will have read")

#### έχει διαβάσει

(*éhi diavási*, "he/she/it has read")

#### είχε διαβάσει

(*íhe diavási*, "he/she/it had read")

#### θα έχει διαβάσει

(*tha éhi diavási*, "he/she/it will have read")

### Plural

#### έχουμε διαβάσει

(*éhume diavási*, "we have read")

#### είχαμε διαβάσει

(*íhame diavási*, "we had read")

#### θα έχουμε διαβάσει

(*tha éhume diavási*, "we will have read")

#### έχετε διαβάσει

(*éhete diavási*, "you have read")

#### είχατε διαβάσει

(*íhate diavási*, "you had read")

#### θα έχετε διαβάσει

(*tha éhete diavási*, "you will have read")

#### έχουν(ε) διαβάσει\*

(*éhun(e) diavási*, "they have read")

#### είχαν(ε) διαβάσει\*

(*íhan(e) diavási*, "they had read")

#### θα έχουν(ε) διαβάσει\*

(*tha éhun(e) diavási*, "they will have read")

### Other forms

#### Perfective subjunctive:

**να + present perfect tense** → **να έχω διαβάσει** (*na ého diavási*, "(to) have read") etc.

- Pronouncing the final -ε (-e) of the third person plural, makes the speech more casual.

## Review

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So remember, to seek confirmation about a statement, simply add the word "right," σωστά (*sostá*), after a main clause that expresses a statement.



## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #23

## Asking for a Reason

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 4 Vocabulary Phrase Usage
- 5 Grammar

# # 23

## GREEK

1. Γιατί πουλιέται το σπίτι;
2. Γιατί κλαίει το παιδί;
3. Γιατί γελάς συνέχεια;
4. Γιατί λέγεται έτσι αυτό;
5. Γιατί δεν δοκιμάζεις μια ακόμα φορά;
6. Γιατί το κρέμασες αυτό εκεί;

## ROMANIZATION

1. Yatí puliéte to spíti?
2. Yatí kléi to pedí?
3. Yatí yelás sinéhia?
4. Yatí léyete étsi aftó?
5. Yatí den dokimázis mia akóma forá?
6. Yatí to krémases aftó ekí?

## ENGLISH

1. Why is the house being sold?

CONT'D OVER

2. Why is the child crying?
3. Why are you laughing all the time?
4. Why is it called like that?
5. Why don't you try one more time?
6. Why did you hang that there?

## VOCABULARY

Greek	Romanization	English	Class
αποφασίζω	apofasízo	decide	verb
διατηρώ	diatiró	to conserve	verb
πετάω	petáo	to fly, to throw	verb
χαλάω	chaláo	to exchange, break	verb
φωνάζω	fonázo	yell	verb

## SAMPLE SENTENCES

<p><b>Γιατί αποφάσισες να δουλέψεις εκεί;</b> <i>Yatí apofásises na dulépsis ekí?</i></p> <p>"Why did you decide to work there?"</p>	<p><b>Τι θα αποφασίσεις;</b> <i>Ti tha apofásisis?</i></p> <p>"What will you decide?"</p>
<p><b>Γιατί διατηρείς ακόμα φιλία με αυτή τη γυναίκα;</b> <i>Yatí diatirís akóma filía me aftí ti yinéka?</i></p> <p>"Why are you still friends with that woman?"</p>	<p><b>Το δάσος διατηρείται με τη βοήθεια των δασοφυλάκων.</b> <i>To dásos diatiríte me ti voíthia ton dasofilákon.</i></p> <p>"The forest is conserved with the help of forest rangers."</p>

<p><b>Γιατί το πέταξες αυτό κάτω;</b> <i>Yatí to pétaxes aftó káto?</i></p> <p>"Why did you throw that?"</p>	<p><b>Γιατί χάλασε ο βραστήρας;</b> <i>Yatí hálase o vrastíras?</i></p> <p>"Why did the kettle break?"</p>
<p><b>Πού μπορώ να χαλάσω χρήματα;</b> <i>Poy boró na chaláso chrímata?</i></p> <p>"Where can I exchange money?"</p>	<p><b>Γιατί φωνάζει έτσι αυτός;</b> <i>Yatí fonázi étsi aftós?</i></p> <p>"Why is he yelling like that?"</p>

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the second element:

Γιατί + **ρήμα** (+ συμπλήρωμα)

Yatí + **ríma** (+ simblíroma)

"Why + **verb** (+ complement)"

1. Γιατί **πουλιέται** το σπίτι;  
*Yatí **puliéte** to spíti?*  
"Why **is** the house **being sold**?"

### Replace "verb" for:

Target	Romanization	English	Word Class
αποφασίζω	<i>apofasízo</i>	to decide	verb

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διατηρώ	<i>diatiró</i>	to maintain/ preserve	verb
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φωνάζω	<i>fonázo</i>	to yell/ shout	verb
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πετάω	<i>petáo</i>	to throw away/ toss/ fly/ protrude	verb
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χαλάω	<i>haláo</i>	to break (down)/ spoil	verb
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### Sample Sentences:

1. Γιατί αποφάσισες να δουλέψεις εκεί;  
*Yatí apofásises na dulépsis ekí?*  
"Why did you decide to work there?"
2. Γιατί διατηρείς ακόμα φίλια με αυτή τη γυναίκα;  
*Yatí diatirís akóma filía me aftí ti yinéka?*  
"Why are you still friends with that woman?"
3. Γιατί φωνάζει έτσι αυτός;  
*Yatí fonázi étsi aftós?*  
"Why is he yelling like that?"
4. Γιατί το πέταξες αυτό κάτω;  
*Yatí to pétaxes aftó káto?*  
"Why did you throw that?"
5. Γιατί χάλασε ο βραστήρας;  
*Yatí hálase o vrastíras?*  
"Why did the kettle break?"

## GRAMMAR

## The Focus of This Lesson is Asking For a Reason

Use the following pattern to ask for a reason.

**Γιατί + ρήμα (+ συμπλήρωμα)**

**Yatí + ríma (+ simblíroma)**

**"Why + verb (+ complement)"**

---

1. Γιατί πουλιέται το σπίτι;  
Yatí puliéte to spíti?  
"Why is the house being sold?"

Asking for a reason in Greek has the same structure as in English. We start with the interrogative particle *γιατί* (*yatí*) meaning "why." What follows is a verb in the form that demonstrates to whom or what you are referring to, i.e. your subject. After this, comes a complement that will contain more details about what you are asking. For example, it can contain the subject, an object, or a prepositional phrase, among other things. Sometimes the particle "why" and the verb alone may be enough to ask a question without the need to have a complement, for example, you can say "Why is it being sold?" instead of "Why is the house being sold?" if it is understood in the conversation that you are referring to "the house."

### 1. The word **γιατί** (*yatí*, "why/because")

---

The word **γιατί** (*yatí*) can be two different things:

One is an interrogative particle meaning "why." The other is a causative conjunction meaning "because." So it's important to know this in order not to confuse this word when you see it.

When you ask a question with *γιατί* (*yatí*) you can also begin your answer saying *γιατί*, although it doesn't always need to go at the beginning of the answer, just like the English "because":

1. Γιατί; → Γιατί...  
Yatí? → Yatí..  
"Why?" → "Because..."

**Γιατί** (*yati*) is indeclinable (as all particles and conjunctions are), so it always has the same form no matter how it is used in speech.

It can be used to make direct or indirect questions.

**For example:**

1. Γιατί φεύγεις;  
*Yati févyis?*  
"Why are you leaving?" (direct question)
2. Ρωτάει γιατί φεύγεις.  
*Rotái yati févyis.*  
"She is asking why you are leaving." (indirect question)

## 2. Conjunctions, ordinate, and subordinate clauses

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Conjunctions (σύνδεσμοι, *síndezmi*) are indeclinable words that connect words, phrases, or clauses. For example:

1. Έχω έναν γιο **και** μία κόρη.  
*Ého énan yo ke μία kóri.*  
"I have a son **and** a daughter."

Conjunctions are divided into two main categories:

### A) Subordinate conjunctions (υποτακτικοί σύνδεσμοι, *ipotaktikí síndezmi*)

These connect a main clause (also called an ordinate clause) with a subordinate clause.

Main clauses (κύριες προτάσεις, *kíries protásis*) can stand alone as statements, while subordinate clauses (δευτερεύουσες προτάσεις, *defterévuses protásis*) look awkward or incomplete alone. Usually, main and subordinate clauses are separated by a comma in Greek. For example:

1. **Όταν** μιλάει ο καθηγητής, οι μαθητές **σωπαίνουν**.  
*Ótan milái o kathiyitís, i mathités sorénun.*  
"When the teacher speaks, the students are quiet." (main clause - subordinate clause)

The second part can stand alone as it makes perfect sense by itself (οι μαθητές σιωπάζουν - *i mathités sopénun* - "the students are quiet"). The first part, however, does not sound complete by itself (Όταν μιλάει ο καθηγητής - *Όταν milái o kathiyitís* - "When the teacher speaks").

## B) Coordinating conjunctions (παρατακτικοί σύνδεσμοι, *parataktikí síndezmi*)

These connect words, phrases, or clauses that are grammatically equivalent. For example, two main clauses or two subordinate clauses.

1. Έφτασα επιτέλους στο αεροδρόμιο, **όμως** έχασα την πτήση.  
*Éftasa epitélus sto aerodrómio, ómos éhasa tin ptísi.*  
"I finally arrived at the airport, **but** I missed the flight." (main clause - main clause).

## Conjunction groups

Within the two main categories we saw, conjunctions are further divided into fifteen groups in Greek, according to their semantics and function within a sentence. One of these groups are the so called "causative" conjunctions. These denote cause and introduce subordinate clauses that justify what is stated in the main clause. Γιατί (*yatí*, "because"), that we saw before, belongs to this group of conjunctions.

### For example:

1. Είναι κεφάτη, **γιατί** έχει γενέθλια σήμερα.  
*Íne kefáti, yatí éhi yenéthlia símera.*  
"She is cheerful **because** she has her birthday today."

Other causative conjunctions are **διότι** (*dióti*), the more formal version of γιατί (*yatí*), and **επειδή** (*epidí*), which both mean "because" and can be used interchangeably with γιατί (*yatí*) when used as "because" (not as "why"), as well as **αφού/εφόσον/μια και** (*afú/efóson/mia ke*, "since"), which can also be used interchangeably.

1. **Αφού** αρρώστησες, μείνε **σπίτι**.  
*Afú aróstises, míne spíti.*  
"**Since** you got sick, stay at home."

So far we've been seeing sentence patterns that are basically main clauses, but now that you've been introduced to a few conjunctions, you can start connecting clauses and make more complicated sentences. As you learn more conjunctions, you'll be able to expand your sentence making abilities and your expression ability exponentially.



### 3. 2nd conjugation verb "to be for sale" (πουλιέμαι, *puliéme*) - Passive voice, present stem forms

---

On lesson 7, we introduced you to the passive voice by studying the conjugation of verbs65s' from the first conjugation group. We said that passive voice are all the verb forms that have a **-μαι** (*-me*) ending in the first person singular of the present tense indicative mood.

In this lesson, we'll study the conjugation of another verb in the passive voice, and specifically a verb from the second conjugation group. Keeping in mind the dictionary form of verbs (first person singular of the present tense of the indicative mood):

**The second conjugation group includes verbs that:**

1. end in an **accented -ώ in the active voice**
2. end in an **accented -ιέμαι, -ούμαι, -άμαι or -ώμαι in the passive voice**

In the 2nd conjugation group, there are two subgroups, or better said, **two classes**:

1. **The first class** (πρώτη τάξη, *próti táxi*) has verbs that end in both **-άω/-ώ** (*-áo/-ó*) in the first person on the active voice and their endings follow the pattern **-ώ/-άω** (*-áo/-ó*, 1st person), **-άς** (*-ás*, 2nd person), **-ά/άει** (*-á/-ái*, 3rd person) etc. while the first person in the passive voice ends in **-ιέμαι**. An example from this lesson is the verb **πουλάω/πουλώ** (*puláo/puló*) "to sell" that becomes **πουλιέμαι** (*puliéme*, "to be sold") in the passive voice and is the focus of this lesson.
2. **The second class** (δεύτερη τάξη, *défteri táxi*) has the active voice endings **-ώ** (*-ó*, 1st person), **-είς** (*-ís*, 2nd person), **-εί** (*-í*, 3rd person) etc. and the first person in the passive voice ends in **-ούμαι** (*-úme*). An example is the verb **εξυπηρετώ** (*exipiretó*) "to serve, to be of service."

Some **-ούμαι** (*-úme*) ending verbs in the passive voice may also have the alternative ending **-άμαι\*** (*-áme*.) These verbs have forms only for the passive voice and their conjugation has a few differences from the standard **-ούμαι** (*-úme*) verbs. We'll study these in lesson 25, though. An example is the verb **κοιμάμαι/κοιμούμαι** (*kimáme/kimúme*) "to sleep."

The very rare **-ώμαι** (*-óme*) ending verbs (ex. **εγγυώμαι**, *engióme*, "to guarantee") belong to this class as well, but they follow an archaic type of conjugation which we won't study in

this series.

Now, let's see some basic verb endings for the first class of the second conjugation group in the passive voice:

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## Second conjugation verb - First class

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**πουλιέμαι** (*puliéme*, "to be sold")

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### Passive voice - Indicative

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**Present tense**

**Past Continuous**

**Future Continuous**

---

### Singular

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**URWπουλ-ιέμαι**  
(*puliéme*, "I'm being sold")

**πουλ-ιόμουν(α)\*\***  
(*puliómoun*, "I was being sold")

**θα πουλ-ιέμαι**  
(*tha puliéme*, "I will be sold")

**πουλ-ιέσαι**  
(*puliése*, "you are being sold")

**πουλ-ιόσουν(α)\*\***  
(*puliósoun*, "you were being sold")

**θα πουλ-ιέσαι**  
(*tha puliése*, "you will be sold")

---

**πουλ-ιέται**  
(*puliéte*, "he/she/it is being sold")

**πουλ-ιόταν(ε)\*\***  
(*puliótan*, "he/she/it was being sold")

**θα πουλ-ιέται**  
(*tha puliéte*, "he/she/it will be sold")

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## Plural

### πουλ-ιόμαστε

(*puliómaste*, "we are being sold")

### πουλ-ιόμασταν

(*puliómastan*, "we were being sold")

### θα πουλ-ιόμαστε

(*tha puliómaste*, "we will be sold")

### πουλ-ιέστε/-ιόσαστε\*

(*puliéste/puliósaste*, "you are being sold")

### πουλ-ιόσασταν

(*puliósastan*, "you were being sold")

### θα πουλ-ιέστε/-ιόσαστε\*

(*tha puliéste/puliósaste*, "you will be sold")

### πουλ-ιούνται/-ιόνται\*

(*puliúnde/-iónde*, "they are being sold")

### πουλ-ιόνταν(ε)\*\*/ -

### ιούνταν\*/ -ιόντουςαν\*

(*pulióndan(e)/ -iúndan/ -ióndusan*, "they were being sold")

### θα πουλ-ιούνται/-ιόνται\*

(*tha puliúnde/puliónde*, "they will be sold")

## Other forms

### Progressive subjunctive:

**να + present tense** → **να πουλιέμαι** (*na puliéme*, "(to) be sold"), etc.

### Progressive imperative

(only 2nd person plural):

**πουλιέστε** (*puliéste*, "be sold")

- All secondary forms are more casual and colloquial forms.

- The forms using the final vowel are more casual. For a more standard or formal speech, omit the final vowel.

Some verbs of the second conjugation group can be conjugated in the passive voice according to the first **and** the second class (which we'll see in lesson 25), however, the first class is used more often.

For example:

1. **στενοχωριέμαι/στεναχωριέμαι** (first class) → **στενοχωρούμαι/στεναχωρούμαι** (second class)  
*stenochoriéme/stenachoriéme* → *stenochorúme/stenachorúme*, "to become sad"
2. **αρνιέμαι** (first class) → **αρνούμαι** (second class)  
*arniéme* → *arnúme*, "to deny"

## Review

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So remember, to ask for a reason, start with the interrogative particle *γιατί* (*yati*) meaning "why," continue with a verb, and finish with an optional complement, if needed, that will contain more details about what you are asking - such as the subject, an object, a prepositional phrase, etc.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #24

## Explaining a Reason or Cause

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 5 Vocabulary Phrase Usage
- 7 Grammar

# # 24

## GREEK

1. Αγόρασα αυτό, επειδή ήταν φτηνότερο.
2. Ανάβω το τζάκι, επειδή κάνει κρύο.
3. Μην πλύνεις το αυτοκίνητο, επειδή θα βρέξει.
4. Θα πάω να ψηφίσω, επειδή είναι υποχρεωτικό.
5. Μην πατάς εκεί, επειδή έχω σφουγγαρίσει.
6. Την πετάξανε έξω, επειδή ενοχλούσε τους πελάτες;

## ROMANIZATION

1. Agórasa aftó, epidí ítan ftinótero.
2. Anávo to jáki, epidí káni krío.
3. Min plínis to aftokínito, epidí tha vréxi.
4. Tha páo na psífiso, epidí íne ipohreotikó.
5. Min patás ekí, epidí ého sfungarísi.
6. Tin petáxane éxo, epidí enohlúse tus pelátes?

## ENGLISH

1. I bought this because it was cheaper.

CONT'D OVER

2. I'm lighting up the fireplace because it's cold.
3. Don't wash the car because it will rain.
4. I'll go vote because it's compulsory.
5. Don't step there because I have mopped.
6. Did they throw her out, because she was disturbing the customers?

## VOCABULARY

Greek	Romanization	English	Class
κρύβομαι	krívome	hide	verb
χάνω	háno	lose	verb
φοβάμαι	fováme	fear	verb
προλαβαίνω	prolavéno	to have time, to catch a person departing, to make it on time, to prevent	verb
πληρώνω	pliróno	to pay	verb
απολύω	apolío	fire	verb
στεναχωριέμαι	stenahoriéme	be sad	verb
αγχώνομαι	anhónome	get stressed	verb
γλεντάω	glendáo	celebrate	verb
κλέβω	klévo	steal	verb

## SAMPLE SENTENCES

<p><b>Ο σκίουρος κρύφτηκε, επειδή φοβάται τους ανθρώπους.</b>  <i>O skíuros kríftike, epidí fováte tus anthrópus.</i></p> <p>"The squirrel hid because it's afraid of humans."</p>	<p><b>Το παιδί στεναχωριέται, επειδή έχασε στο παιχνίδι.</b>  <i>To pedí stenahoriéte, epidí éhase sto pehnídi.</i></p> <p>"The child is sad because (s)he lost the game."</p>
<p><b>Ο σκίουρος κρύφτηκε, επειδή φοβάται τους ανθρώπους.</b>  <i>O skíuros kríftike, epidí fováte tus anthrópus.</i></p> <p>"The squirrel hid because it's afraid of humans."</p>	<p><b>Αγχώνεται, επειδή μάλλον δεν θα προλάβει την πτήση.</b>  <i>Anhónete, epidí málon den tha prolávi tin ptísi.</i></p> <p>"She is getting stressed because she probably won't make it to the flight."</p>
<p><b>Φοβάμαι ότι δεν θα προλάβω την πτήση μου.</b>  <i>Fováme óti den tha prolávo tin ptísi mu.</i></p> <p>"I am afraid that I won't make it to my flight."</p>	<p><b>Θα το γλεντήσει απόψε, επειδή η εταιρεία του τού πλήρωσε την αποζημίωση.</b>  <i>Tha to glendísi apópse, epidí i etería tu tú plírose tin apozimíosi.</i></p> <p>"He will celebrate tonight because his company paid him the compensation."</p>
<p><b>Κατάφερε τελικά να πληρώσει όλους τους λογαριασμούς του.</b>  <i>Katáfere teliká na plirósi ólus tus logariasmús tu.</i></p> <p>"He finally managed to pay all his bills."</p>	<p><b>Ο πελάτης πλήρωσε στο ταμείο.</b>  <i>O pelátis plírose sto tameío.</i></p> <p>"The customer paid at the register."</p>
<p><b>Τον απέλυσαν, επειδή έκλεψε από το ταμείο.</b>  <i>Ton apélisan, epidí éklepse apó to tamío.</i></p> <p>"They fired him because he stole from the register."</p>	<p><b>Το παιδί στεναχωριέται, επειδή έχασε στο παιχνίδι.</b>  <i>To pedí stenahoriéte, epidí éhase sto pehnídi.</i></p> <p>"The child is sad because (s)he lost the game."</p>



**Αγχώνεται, επειδή μάλλον δεν θα προλάβει την πτήση.**

*Anhónete, epidí málon den tha prolávi tin ptísi.*

"She is getting stressed because she probably won't make it to the flight."

**Θα το γλεντήσει απόψε, επειδή η εταιρεία του τού πλήρωσε την αποζημίωση.**

*Tha to glendísi apópse, epidí i etería tu tú plírose tin apozimíosi.*

"He will celebrate tonight because his company paid him the compensation."

**Τον απέλυσαν, επειδή έκλεψε από το ταμείο.**

*Ton apélisan, epidí éklepse apó to tamío.*

"They fired him because he stole from the register."

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the first element:

**κύρια πρόταση** + επειδή + δευτερεύουσα πρόταση

*kíria prótasi* + *epidí* + *defterévusa prótasi*

"**main clause** + because + subordinate clause"

1. **Αγόρασα αυτό, επειδή ήταν φτηνότερο.**

*Agórasa aftó, epidí ítan ftinótero.*

"**I bought this** because it was cheaper."

### Replace "main clause" for:

Target	Romanization	English	Word Class
απολύω	<i>apolío</i>	to fire/ dismiss	verb
στεναχωριέμαι	<i>stenahoriéme</i>	to be/ feel sad	verb
κρύβομαι	<i>krívome</i>	to hide	verb

αγχώνομαι	<i>anhónome</i>	to get stressed	verb
γλεντάω	<i>glendáo</i>	to celebrate	verb

Using the pattern you just learned, use the following information to substitute the third element:

1. κύρια πρόταση + επειδή + **δευτερεύουσα πρόταση**  
*kíria prótasi + epidí + **defterévusa prótasi***  
 "main clause + because + **subordinate clause.**"
2. Αγόρασα αυτό, επειδή **ήταν φτηνότερο.**  
*Agórasa aftó, epidí **ítan fthinótero.***  
 "I bought this because **it was cheaper.**"

### Replace "subordinate clause" for:

Target	Romanization	English	Word Class
κλέβω	<i>klévo</i>	to steal	verb
χάνω	<i>háno</i>	to lose	verb
φοβάμαι	<i>fonáme</i>	to fear	verb
προλαβαίνω	<i>prolanéno</i>	to make it on time	verb
πληρώνω	<i>pliróno</i>	to pay	verb

### Sample Sentences:

1. Τον απέλυσαν, επειδή έκλεψε από το ταμείο.  
*Ton apélisan, epidí éklepse apó to tamío.*  
 "They fired him because he stole from the register."
2. Το παιδί στεναχωριέται, επειδή έχασε στο παιχνίδι.  
*To pedí stenaohoriéte, epidí éhase sto pehnídi.*  
 "The child is sad because (s)he lost the game."

3. Ο σκίουρος κρύφτηκε, επειδή φοβάται τους ανθρώπους.  
*O skíuros kríftike, epidí fonáte tus anthrópus.*  
"The squirrel hid because it's afraid of humans."
4. Αγχώνεται, επειδή μάλλον δεν θα προλάβει την πτήση.  
*Anhónete, epidí málon den tha proláni tin ptísi.*  
"She is getting stressed because she probably won't make it to the flight."
5. Θα το γλεντήσει απόψε, επειδή η εταιρεία του τού πλήρωσε την αποζημίωση.  
*Tha to glendísi arópse, epidí i etería tu tú plírose tin apozimíosi.*  
"He will celebrate tonight because his company paid him the compensation."

## GRAMMAR

**The Focus of This Lesson is Explaining a Conclusion or the Result of an Action**

**Use the following pattern to explain the cause or reason for an action or condition.**

**κύρια πρόταση + επειδή + δευτερεύουσα πρόταση**

***kíria prótasi + epidí + defterévusa prótasi***

**"main clause + because + subordinate clause"**

1. Αγόρασα αυτό, επειδή ήταν φτηνότερο.  
*Agórasa aftó, epidí ítan ftinótero.*  
"I bought this because it was cheaper."

To start explaining the cause or reason for an action or condition, you need to start with a main clause that describes that action or condition. You can apply any of the sentence patterns you've learned so far to form a main clause. Next, you'll need to use the conjunction meaning "because," επειδή (*epidí*), which introduces a subordinate clause that explains the cause or reason. In written speech, it's necessary to add a comma before the conjunction to separate the main clause from the subordinate clause. Keeping the same elements, what you can also do is place the main clause at the very end, after the conjunction and the subordinate clause. In that case, a comma needs to be added between the subordinate clause and the main clause. For example, Επειδή ήταν φτηνότερο, αγόρασα αυτό. (*Epidí ítan ftinótero, agórasa aftó.*) "Because it was cheaper, I bought this."

Sometimes a verb alone followed by the conjunction "because" and another verb may be enough to explain the reason for something, for example, you can say "I can't, because I work." Δεν μπορώ, επειδή δουλεύω. (*Den boró, epidí dulévo.*)

## 1. Degrees of adjectives (τα παραθετικά του επιθέτου, *ta parathetiká tu epithétu*)

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Adjectives form degrees of comparison. The degrees of comparison are three: the **positive degree** (θετικός βαθμός, *thetikós vathmós*), for example "old," the **comparative degree** (συγκριτικός βαθμός, *singritikós vathmós*), for example "older," and the **superlative degree** (υπερθετικός βαθμός, *iperthetikós vathmós*), for example "oldest." The positive degree is the primary form of an adjective denoting a quality without qualification, comparison, or relation to increase or diminution. Let's see the other two degrees:

### Formation of the comparative degree

The comparative degree is used when comparing different persons, groups, animals or things according to a specific property. Just like in English, there are two ways to form the comparative degree of a Greek adjective. However, not all adjectives can form both types. One way works with some adjectives only, while the other way works with all adjectives. There are also Greek adjectives that form irregular comparative forms, similar to the English "bad" → "worse" → "worst." Let's see these two ways in detail:

- The first way is by adding the suffix **-τερος/-η/-ο** (*-teros/-i/-o*) to the neuter positive form of the adjective to produce the masculine, feminine, and neuter gender accordingly. This process is similar to the English **-er** suffix being added to an adjective to form it in the comparative degree.

#### For example:

(το) **γρήγορο** ((*to*) *grígoro*, "fast") + **-τερος/-η/-ο** (*-teros/-i/-o*) → **γρηγορότερος/-η/-ο** (*grigoróteros/-i/-o*, "faster").

1. Ο επεξεργαστής αυτός είναι **γρηγορότερος** από τον άλλο.  
*O epexergastís aftós íne grigoróteros από ton álo.*  
"This processor is **faster** than the other one."

However, not all English adjectives that end in "-er" in the comparative degree will end in **-τερος** (*-teros*) in Greek as well.

#### For example:

(το) **ικανό** ((to) *ikanó*, "capable") + **-τερος/-η/-ο** (-teros/-i/-o) → **ικανότερος/-η/-ο** (*ikanóteros/-i/-o*, "more capable" not "capabler").

1. Ο Παπάζογλου είναι **ικανότερος** αθλητής από τον *Ιωαννίδη*.  
*O Papazoglou íne **ikanóteros** athlitís aró ton Ioanídhi.*  
"Papazoglou is a **more capable** athlete than Ioannides."

In fact, not all Greek adjectives can form the comparative degree in this monolectic (meaning "one-word") way.

**For example:**

the following words **can't be formed this way**:

1. adjectives that end in **-ής/-ιά/-ί** (-ís/-iá/-í)
2. adjectives that end in **-ων/-ουσα/-ον** (-on/-usa/-on)
3. adjectives with the neuter ending in **-ικο**
4. indeclinable adjectives
5. and passive voice participles ending in **-μενος**.

The adjectives that can be formed this way are accentuated in the third-to-last syllable and are declined like the **-ος/-η/-ο** (-os/-i/-o) adjectives in the masculine, feminine, and neuter gender accordingly.

- The second way is phrasal and the way it works is that we add the adverb **πιο** (*pio*, "more") to the adjective in the positive degree. This way works with all Greek adjectives and passive voice participles so it's your safest bet in case you are not sure whether an adjective has a monolectic form in the comparative degree.

**For example:**

**ροζ** (*roz*, "pink") → **πιο ροζ** (*pio roz*, "more pink")

1. Η μπλούζα της είναι **πιο ροζ** από τη δικιά μου.  
*I blúza tis íne **pio roz** aró ti dikiá mu.*  
"Her blouse is **more pink** than mine."

There can be Greek adjectives that, although they can be formed in the comparative degree in this way only, their English equivalent might be able to be formed with suffixation as well.

### For example:

**ευτυχισμένος/-η/-ο** (*eftihizménos/-i/-o*, "happy") → **πιο ευτυχισμένος/-η/-ο** (*pio eftihizménos/-i/-o*, "more happy / happier")

1. Είναι **πιο ευτυχισμένος** από ποτέ.  
*Íne **pio eftihizménos** από poté.*  
"He is **happier** than ever."

### Formation of the superlative degree

There are two types of superlative degree in Greek: the **relative superlative degree** (σχετικός υπερθετικός βαθμός, *schetikós iperthetikós vathmós*), for example "the happiest," and the **absolute superlative degree** (απόλυτος υπερθετικός βαθμός, *apólitos iperthetikós vathmós*), for example "most happy." Both are phrasal.

#### - Relative superlative degree

We use this degree to show that a person, an animal, or a thing has a property in the highest degree when compared to others from the same group. It is formed by using the definite article + the adjective in the comparative degree (monolectic or phrasal, or both if the adjective can form them):

#### **ο/η/το + adjective in the comparative degree**

The article of course needs to agree in gender, number, and case with the adjective (or passive voice participle.)

### For example:

- **έξυπνος** (*éxipnos*, "smart") → **ο έξυπνότερος/ο πιο έξυπνος** (*o exipnóteros/o pio éxipnos*, "the smartest")

- **κουρασμένος** (*kurazménos*, "tired") → **ο πιο κουρασμένος** (*o pio kurazménos*, "the most tired")

1. Ο προπονητής κάλεσε στον πάγκο **τον πιο κουρασμένο** παίκτη της ομάδας.  
*O proponitís kálese ston págo **ton pio kurazméno** pékti tis omádas.*  
"The coach called to the bench **the most tired** player of the team."

## - Absolute superlative degree

We use this degree to show that a person, an animal, or a thing has a property to the highest degree possible. In this case, we are not making a comparison with others from the same group. Instead, we only stress this exceptional property. It is formed by adding the suffix **-τατος/-η/-ο** (-*tatos/-i/-o*) to the neuter positive form of the adjective.

### For example:

(το) **έξοχο** ((*to*) *éxoho*, "superb") + **-τατος/-η/-ο** (-*tatos/-i/-o*) → **εξοχότατος/-η/-ο** (*exohótatos/-i/-o*, "absolutely superb").

1. Όλα τα φαγητά ήταν **εξοχότατα**.  
*Óla ta fayitá ítan exohótata.*  
"All the foods were **absolutely superb**."

The adjectives that form the absolute superlative like this are accentuated in the third-to-last syllable and are declined like the **-ος/-η/-ο** (-*os/-i/-o*) adjectives in the masculine, feminine, and neuter gender accordingly.

Adjectives (including passive voice participles) that don't form a monoleptic comparative degree ending in **-τερος** (-*teros*), **can't form this type of absolute superlative**. For these adjectives we form the absolute superlative degree periphrastically by using the adverb **πολύ** (*polí*, "very") + the adjective (or participle) in the positive degree. Sometimes the adverb **πάρα** (*pára*, "very") might precede this formation for even more emphasis.

### For example:

**διψασμένος** (*dipsazménos*, "thirsty") → **(πάρα) πολύ διψασμένος** ((*pára*) *polí dipsazménos*, "very thirsty")

1. Ο σκύλος ήταν **πολύ διψασμένος** λόγω ζέστης.  
*O skílos ítan polí dipsazménos lógo zéstis.*  
"The dog was **very thirsty** because of the heat."

Greek adjectives in the absolute superlative degree get translated in English in various ways, usually using auxiliary words before the adjective in the positive degree such as "most," "extremely," "exceptionally," "absolutely," "very," etc.

**Let's see some examples of adjectives and passive participles in all the degrees:**

Positive	Comparative	Superlative (relative)	Superlative (absolute)
<b>χαμηλός/-ή/-ό</b> ( <i>hamilós/-í/-ó</i> , "low")	<b>πιο χαμηλός/-ή/-ό</b> ( <i>pio hamilós/-í/-ó</i> , "more low")  <b>χαμηλότερος/-η/-ο</b> ( <i>hamilóteros/-i/-o</i> , "lower")	<b>ο/η/το πιο χαμηλός/-ή/-ό</b> ( <i>o/i/to pio hamilós/-í/-ó</i> , "the most low")  <b>ο/η/το χαμηλότερος/-η/-ο</b> ( <i>o/i/to hamilóteros/-i/-o</i> , "the lowest")	<b>(πάρα) πολύ χαμηλός/-ή/-ό</b> ( <i>(pára) polí hamilós/-í/-ó</i> , "very low")  <b>χαμηλότατος/-η/-ο</b> ( <i>hamilótatos/-i/-o</i> , "extremely low")
<b>αστείος/-α/-ο</b> ( <i>astíos/-a/-o</i> , "funny")	<b>πιο αστείος/-α/-ο</b> ( <i>pio astíos/-a/-o</i> , "more funny")  <b>αστειότερος/-η/-ο</b> ( <i>astióteros/-i/-o</i> , "funnier")	<b>ο/η/το πιο αστείος/-α/-ο</b> ( <i>o/i/to pio astíos/-a/-o</i> , "the most funny")  <b>ο/η/το αστειότερος/-η/-ο</b> ( <i>o/i/to astióteros/-i/-o</i> , "the funniest")	<b>(πάρα) πολύ αστείος/-α/-ο</b> ( <i>(pára) polí astíos/-a/-o</i> , "very funny")  <b>αστειότατος/-η/-ο</b> ( <i>astiótatos/-i/-o</i> , "most funny")
<b>ξανθός/-ιά/-ό</b> ( <i>xanthós/-iá/-ó</i> , "blond")	<b>πιο ξανθός/-ιά/-ό</b> ( <i>pio xanthós/-iá/-ó</i> , "more blond")  <b>ξανθότερος/-η/-ο</b> ( <i>xanthóteros/-i/-o</i> , "more blond")	<b>ο/η/το πιο ξανθός/-ιά/-ό</b> ( <i>o/i/to pio xanthós/-iá/-ó</i> , "the most blond")  <b>ο/η/το ξανθότερος/-η/-ο</b> ( <i>o/i/to xanthóteros/-i/-o</i> , "the most blond")	<b>(πάρα) πολύ ξανθός/-ιά/-ό</b> ( <i>(pára) polí xanthós/-iá/-ó</i> , "very blond")  <b>ξανθότατος/-η/-ο</b> ( <i>xanthótatos/-i/-o</i> , "extremely blond")



<p><b>ελαφρύς/-ιά/-ύ</b> (<i>elafrís/-ιά/-ί</i>, "light")</p>	<p><b>πιο ελαφρύς/- ιά/-ύ</b> (<i>pio elafrís/-ιά/-ί</i>, "more light")</p> <p><b>ελαφρύτερος/- η/-ο</b> (<i>elafríteros/-i/-o</i>, "lighter")</p>	<p><b>ο/η/το πιο ελαφρύς/-ιά/-ύ</b> (<i>o/i/to pio elafrís/- ιά/-ί</i>, "the most light")</p> <p><b>ο/η/το ελαφρύτερος/- η/-ο</b> (<i>o/i/to elafríteros/- i/-o</i>, "the lightest")</p>	<p><b>(πάρα) πολύ ελαφρύς/-ιά/-ύ</b> (<i>(pára) polí elafrís/- ιά/-ί</i>, "very light")</p> <p><b>ελαφρύτατος/- η/-ο</b> (<i>elafrítatos/-i/-o</i>, "extremely light")</p>
<p><b>χρυσαφής/-ιά/-ί</b> (<i>hrisafís/-ιά/-ί</i>, "golden")</p>	<p><b>πιο χρυσαφής/- ιά/-ί</b> (<i>pio hrisafís/-ιά/-ί</i>, "more golden")</p>	<p><b>ο/η/το πιο χρυσαφής/-ιά/-ί</b> (<i>o/i/to pio hrisafís/- ιά/-ί</i>, "the most golden")</p>	<p><b>(πάρα) πολύ χρυσαφής/-ιά/-ί</b> (<i>(pára) polí hrisafís/-ιά/-ί</i>, "very golden")</p>
<p><b>δημοφιλής/-ής/- ές</b> (<i>dimofilís/-ís/-és</i>, "popular")</p>	<p><b>πιο δημοφιλής/- ής/-ές</b> (<i>pio dimofilís/-ís/-és</i>, "more popular")</p> <p><b>δημοφιλέστερος/ -η/-ο</b> (<i>dimofilésteros/-i/- o</i>, "more popular")</p>	<p><b>ο/η/το πιο δημοφιλής/-ής/- ές</b> (<i>o/i/to pio dimofilís/-ís/-és</i>, "the most popular")</p> <p><b>ο/η/το δημοφιλέστερος/ -η/-ο</b> (<i>o/i/to dimofilésteros/-i/-o</i>, "the most popular")</p>	<p><b>(πάρα) πολύ δημοφιλής/-ής/- ές</b> (<i>(pára) polí dimofilís/-ís/-és</i>, "very popular")</p> <p><b>δημοφιλέστατος/ -η/-ο</b> (<i>dimofiléstatos/-i/- o</i>, "most popular")</p>

<p><b>ζηλιάρης/-α/- ικο</b> (<i>ziliáris/-a/-iko</i>, "jealous")</p>	<p><b>πιο ζηλιάρης/- α/-ικο</b> (<i>pio ziliáris/-a/-iko</i>, "more jealous")</p>	<p><b>ο/η/το πιο ζηλιάρης/-α/- ικο</b> (<i>o/i/to pio ziliáris/- a/-iko</i>, "the most jealous")</p>	<p><b>(πάρα) πολύ ζηλιάρης/-α/- ικο</b> (<i>(pára) polí ziliáris/- a/-iko</i>, "very jealous")</p>
<p><b>ενδιαφέρων/- ουσα/-ον</b> (<i>endiaféron/-usa/- on</i>, "interesting")</p>	<p><b>πιο ενδιαφέρων/- ουσα/-ον</b> (<i>pio endiaféron/- usa/-on</i>, "more interesting")</p>	<p><b>ο/η/το πιο ενδιαφέρων/- ουσα/-ον</b> (<i>o/i/to pio endiaféron/-usa/-on</i>, "the most interesting")</p>	<p><b>(πάρα) πολύ ενδιαφέρων/- ουσα/-ον</b> (<i>(pára) polí endiaféron/-usa/-on</i>, "very/ the most interesting")</p>
<p><b>μπλε (indeclinable)</b> (<i>ble</i>, "blue")</p>	<p><b>πιο μπλε (indeclinable)</b> (<i>pio ble</i>, "more blue")</p>	<p><b>ο/η/το πιο μπλε (indeclinable)</b> (<i>o/i/to pio ble</i>, "the most blue")</p>	<p><b>(πάρα) πολύ μπλε (indeclinable)</b> (<i>(pára) polí ble</i>, "very blue")</p>
<p><b>χαρούμενος/-η/- ο</b> (<i>harúmenos/-i/-o</i>, "happy")</p>	<p><b>πιο χαρούμενος/-η/- ο</b> (<i>pio harúmenos/-i/- o</i>, "more happy/ happier")</p>	<p><b>ο/η/το πιο χαρούμενος/-η/- ο</b> (<i>o/i/to pio harúmenos/-i/-o</i>, "the most happy/ the happiest")</p>	<p><b>(πάρα) πολύ χαρούμενος/-η/- ο</b> (<i>(pára) polí harúmenos/-i/-o</i>, "very/ the most happy")</p>

<b>θλιμμένος/-η/-ο</b> ( <i>thliménos/-i/-o</i> , "sad")	<b>πιο θλιμμένος/-η/-ο</b> ( <i>pio thliménos/-i/-o</i> , "more sad")	<b>ο/η/το πιο θλιμμένος/-η/-ο</b> ( <i>o/i/to pio thliménos/-i/-o</i> , "the most sad")	<b>(πάρα) πολύ θλιμμένος/-η/-ο</b> ( <i>((pára) polí thliménos/-i/-o</i> , "the most sad")
-	-	-	-

<b>κατενθουσιασμένος/-η/-ο*</b> ( <i>katenthusiasménos/-i/-o</i> , "thrilled")	<b>πιο κατενθουσιασμένος/-η/-ο*</b> ( <i>pio katenthusiasménos/-i/-o</i> , "thrilled")	-*	-*
-	-	-	-

- Since this compound participle contains the prefix *κατά*, which means "totally" or "extremely" here, forming it in the superlative degree would sound redundant since the adjective itself expresses the highest degree of enthusiasm possible.

Some important adjectives that form irregular degrees of comparison are:

Positive	Comparative	Superlative (relative)	Superlative (absolute)
<b>καλός/ή/-ό</b> ( <i>kalós/-í/-ó</i> , "good")	<b>πιο καλός/-ή/-ό</b> ( <i>pio kalós/-í/-ó</i> , "better") <b>καλύτερος/-η/-ο</b> ( <i>kalíteros/-i/-o</i> , "better")	<b>ο/η/το πιο καλός/-ή/-ό</b> ( <i>o/i/to pio kalós/-í/-ó</i> , "the best")	<b>(πάρα) πολύ καλός/-ή/-ό</b> ( <i>((pára) polí kalós/-í/-ó</i> , "very good") <b>κάλλιστος/-η/-ο</b> ( <i>kálistos/-i/-o</i> , "finest") <b>άριστος/-η/-ο</b> ( <i>áristos/-i/-o</i> , "excellent")

<p><b>κακός/-ιά/-ό</b> (<i>kakós/-iá/-ó</i>, "bad")</p>	<p><b>πιο κακός/-ιά/-ό</b> (<i>pio kakós/-iá/-ó</i>, "more bad")</p> <p><b>χειρότερος/-η/-ο</b> (<i>hiróteros/-i/-o</i>, "worse")</p>	<p><b>ο/η/το πιο κακός/-ιά/-ό</b> (<i>o/i/to pio kakós/-iá/-ó</i>, "the worst")</p>	<p><b>(πάρα) πολύ κακός/-ιά/-ό</b> (<i>(pára) polí kakós/-iá/-ó</i>, "very bad")</p> <p><b>κάκιστος/-η/-ο</b> (<i>kákistos/-i/-o</i>, "most wicked")</p> <p><b>χείριστος/-η/-ο</b> (<i>hiristos/-i/-o</i>, "worst")</p>
<p><b>λίγος/-η/-ο</b> (<i>lígos/-i/-o</i>, "little/ a few")</p>	<p><b>πιο λίγος/-η/-ο</b> (<i>pio lígos/-i/-o</i>, "less/ fewer")</p> <p><b>λιγότερος/-η/-ο</b> (<i>ligóteros/-i/-o</i>, "less/ fewer")</p>	<p><b>ο/η/το πιο λίγος/-η/-ο</b> (<i>o/i/to pio lígos/-i/-o</i>, "the least")</p>	<p><b>(πάρα) πολύ λίγος/-η/-ο</b> (<i>(pára) polí lígos/-i/-o</i>, "very little/ few")</p> <p><b>ελάχιστος/-η/-ο</b> (<i>eláhistos/-i/-o</i>, "extremely little/ few")</p>
<p><b>πολύς/-λή/-ύ</b> (<i>polís/-lí/-í</i>, "a lot/ many")</p>	<p><b>πιο πολύς/-λή/-ύ</b> (<i>pio polís/-lí/-í</i>, "more")</p> <p><b>περισσότερος/-η/-ο</b> (<i>perisóteros/-i/-o</i>, "more")</p>	<p><b>ο/η/το πιο πολύς/-λή/-ύ</b> (<i>o/i/to pio polís/-lí/-í</i>, "the most")</p>	<p><b>πλείστος/-η/-ο</b> (<i>plístos/-i/-o</i>, "very much/ many/ the most")</p>

<p><b>μεγάλος/-η/-ο</b> (<i>megálos/-i/-o</i>, "big/ large")</p>	<p><b>πιο μεγάλος/-η/-ο</b> (<i>pio megálos/-i/-o</i>, "more big/ large")</p> <p><b>μεγαλύτερος/-η/-ο</b> (<i>megalíteros/-i/-o</i>, "bigger/ larger")</p>	<p><b>ο/η/το πιο μεγάλος/-η/-ο</b> (<i>o/i/to pio megálos/-i/-o</i>, "the biggest/ largest")</p>	<p><b>(πάρα) πολύ μεγάλος/-η/-ο</b> (<i>(pára) polí megálos/-i/-o</i>, "very big/ large")</p> <p><b>μέγιστος/-η/-ο</b> (<i>méyistos/-i/-o</i>, "maximal")</p>
<p><b>μικρός/-ή/-ό</b> (<i>mikrós/-í/-ó</i>, "small")</p>	<p><b>πιο μικρός/-ή/-ό</b> (<i>pio mikrós/-í/-ó</i>, "smaller")</p> <p><b>μικρότερος/-η/-ο</b> (<i>mikróteros/-i/-o</i>, "smaller")</p>	<p><b>ο/η/το πιο μικρός/-ή/-ό</b> (<i>pio mikrós/-í/-ó</i>, "the smallest")</p>	<p><b>(πάρα) πολύ μικρός/-ή/-ό</b> (<i>(pára) polí mikrós/-í/-ó</i>, "very small")</p> <p><b>ελάχιστος/-η/-ο</b> (<i>eláhistos/-i/-o</i>, "minimal")</p>

## Review

So remember, to explain the cause or reason for an action or condition, start with a main clause that describes that action or condition. Next, use the conjunction meaning "because," επειδή (*epidí*), followed by a subordinate clause that explains the cause or reason.

## LESSON NOTES

# Must-Know Greek Sentence Structures S1 #25

## Explaining a Conclusion or a Result

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## CONTENTS

- 2 Greek
- 2 Romanization
- 2 English
- 3 Vocabulary
- 3 Sample Sentences
- 5 Vocabulary Phrase Usage
- 7 Grammar

# # 25

## GREEK

1. Δουλεύει σε μπαρ, οπότε κοιμάται αργά.
2. Έχει πιο πολύ ελεύθερο χρόνο τώρα, οπότε περιποιείται τον κήπο της πιο συχνά.
3. Προπονείται κάθε μέρα, οπότε είναι σε καλή φόρμα.
4. Αυτό το Σαββατοκύριακο θα έχουμε επισκέπτες, οπότε θα σας δούμε το άλλο Σαββατοκύριακο.
5. Θα πάμε στη θάλασσα αύριο, οπότε δεν θα βάψω ακόμα τα μαλλιά μου.
6. Μας έκοψαν το νερό, οπότε τι κάνουμε τώρα;

## ROMANIZATION

1. Dulévi se bar, o póte kimáte argá.
2. Éhi pio polí eléftthero hróno tóra, o póte peripiíte ton kípo tis pio sihná.
3. Proponíte káthe méra, o póte íne se kalí fóрма.
4. Aftó to Savatokíriako tha éhume episképtes, o póte tha sas dúme to álo Savatokíriako.
5. Tha páme sti thálasa ávrio, o póte den tha vápso akóma ta maliá mu.
6. Mas ékopsan to neró, o póte ti kánume tóra?

## ENGLISH

CONT'D OVER

1. He works at a bar, so he goes to sleep late.
2. She has more free time now, so she takes care of her garden more often.
3. He trains every day, so he is in good shape.
4. This weekend we'll have visitors, so we'll see you guys next weekend.
5. We'll go to the beach tomorrow, so I won't dye my hair yet.
6. Our water supply was cut off, so what do we do now?

## VOCABULARY

<b>Greek</b>	<b>Romanization</b>	<b>English</b>	<b>Class</b>
αργώ	argó	be late	verb
νηστεύω	nistévo	fast	verb
γνωρίζω	gnorízo	to recognize, to know	verb
τρώω	tróo	eat	verb
κοιμάμαι	kimáme	sleep	verb
βοηθάω	voitháo	help	verb
ντρέπομαι	drépome	to be shy, to be ashamed, to be embarrassed	verb
ξενυχτάω	xenihtáo	stay up late	verb
δυσκολεύομαι	diskolévome	have trouble	verb
ξεκινάω	xekináo	get going	verb

## SAMPLE SENTENCES



<p><b>Ο Πάνος θα αργήσει πολύ, οπότε ας ξεκινήσουμε εμείς.</b>  <i>O Pános tha arýisi polí, opóte as xekinísume emís.</i></p> <p>"Panos will be late, so let's get going."</p>	<p><b>Νηστεύω, οπότε φά' το εσύ αυτό.</b>  <i>Nistévo, opóte fá' to esí aftó.</i></p> <p>"I'm fasting, so you eat that."</p>
<p><b>Γνωριζόμαστε καλά, οπότε μην ντρέπεται.</b>  <i>Gnorizómaste kalá, opóte min drépe.</i></p> <p>"We know each other well, so don't be ashamed."</p>	<p><b>Δεν γνωρίζω εκείνο το καπέλο.</b>  <i>Den gnorízo ekeíno to kapélo.</i></p> <p>"I don't recognize that hat."</p>
<p><b>Νηστεύω, οπότε φά' το εσύ αυτό.</b>  <i>Nistévo, opóte fá' to esí aftó.</i></p> <p>"I'm fasting, so you eat that."</p>	<p><b>Ποιος έφαγε τη σοκολάτα;</b>  <i>Pios éfaye ti sokoláta?</i></p> <p>"Who ate the chocolate?"</p>
<p><b>Τα βράδια δεν τρώω πολύ.</b>  <i>Ta vrádia den tróo polí.</i></p> <p>"At night, I don't eat much."</p>	<p><b>Θα ξενυχτήσω απόψε, οπότε κοιμήσου εσύ.</b>  <i>Tha xenihtíso arópse, opóte kimísu esí.</i></p> <p>"I'll stay up late tonight, so you sleep."</p>
<p><b>Δυσκολεύονται, οπότε ας τους βοηθήσουμε.</b>  <i>Diskolévonde, opóte as tus voithísune.</i></p> <p>"They are having trouble, so let's help them."</p>	<p><b>Γνωριζόμαστε καλά, οπότε μην ντρέπεται.</b>  <i>Gnorizómaste kalá, opóte min drépe.</i></p> <p>"We know each other well, so don't be ashamed."</p>
<p><b>Ντρέπομαι να μιλήσω, γιατί φοβάμαι ότι οι άλλοι δεν θα επιδοκιμάσουν όσα θα πω.</b>  <i>Drépome na milíso, yatí fováme óti i áli den tha epidokimásun ósa tha po.</i></p> <p>"I'm ashamed to speak, because I'm afraid that the others won't approve of what I'm going to say."</p>	<p><b>Θα ξενυχτήσω απόψε, οπότε κοιμήσου εσύ.</b>  <i>Tha xenihtíso arópse, opóte kimísu esí.</i></p> <p>"I'll stay up late tonight, so you sleep."</p>

**Δυσκολεύονται, οπότε ας τους βοηθήσουμε.**

*Diskolévonde, opóte as tus voithísume.*

"They are having trouble, so let's help them."

**Ο Πάνος θα αργήσει πολύ, οπότε ας ξεκινήσουμε εμείς.**

*O Pános tha aryísi polí, opóte as xekinísume emís.*

"Panos will be late, so let's get going."

## VOCABULARY PHRASE USAGE

### Related Words and Phrases

Using the pattern you just learned, use the following information to substitute the first element:

**κύρια πρόταση** + οπότε + κύρια πρόταση

*kíria prótasi* + *opóte* + *kíria prótasi*

"**main clause** + so + main clause"

1. **Δουλεύει σε μπαρ, οπότε κοιμάται αργά.**  
*Dulévi se bar, opóte kimáte argá.*  
"He works at a bar, so he goes to sleep late."

### Replace "main clause" for:

Target	Romanization	English	Word Class
αργώ	<i>argó</i>	to be late	verb
νηστεύω	<i>nistévo</i>	to fast	verb
ξενυχτάω	<i>xenihtáo</i>	to stay up late	verb
δυσκολεύομαι	<i>diskolévome</i>	to have difficulty/ trouble	verb
γνωρίζω	<i>gnorízo</i>	to know	verb

Using the pattern you just learned, use the following information to substitute the third element:

1. κύρια πρόταση + οπότε + **κύρια πρόταση**  
*kíria prótasi + opóte + kíria prótasi*  
"main clause + so + **main clause**"
2. Δουλεύει σε μπαρ, οπότε **κοιμάται αργά.**  
*Dulévi se bar, opóte kimáte argá.*  
"He works at a bar, so **he goes to sleep late.**"

### Replace "main clause" for:

Target	Romanization	English	Word Class
ξεκινάω	<i>xekináo</i>	to begin/ start/ get going	verb
τρώω	<i>tróo</i>	to eat	verb
κοιμάμαι	<i>kimáme</i>	to (go to) sleep	verb
βοηθάω	<i>voitháo</i>	to help	verb
ντρέπομαι	<i>drépome</i>	to feel ashamed/ embarrassed	verb

### Sample Sentences:

1. Ο Πάνος θα αργήσει πολύ, οπότε ας ξεκινήσουμε εμείς.  
*O Pános tha aryísi polí, opóte as xekinísουμε emís.*  
"Panos will be late, so let's get going."
2. Νηστεύω, οπότε φά' το εσύ αυτό.  
*Nistévo, opóte fá' to esí aftó.*  
"I'm fasting, so you eat that."
3. Θα ξενυχτήσω απόψε, οπότε κοιμήσου εσύ.  
*Tha xenihtíso arópse, opóte kimísu esí.*  
"I'll stay up late tonight, so you sleep."

4. Δυσκολεύονται, οπότε ας τους βοηθήσουμε.  
*Diskolévonde, opóte as tus voithísume.*  
"They are having trouble, so let's help them."
5. Γνωριζόμαστε καλά, οπότε μην ντρέπεσαι.  
*Gnorizómaste kalá, opóte min drépeσε.*  
"We know each other well, so don't be ashamed."

## GRAMMAR

**The Focus of This Lesson is Explaining a Conclusion or The Result of an Action**

**Use the following pattern to explain a conclusion or the result of an action.**

**κύρια πρόταση + οπότε + κύρια πρότασ.**

***kíria prótasi + opóte + kíria prótasi***

**"main clause, + so + main clause"**

- 
1. Δουλεύει σε μπαρ, οπότε κοιμάται αργά.  
*Dulévi se bar, opóte kimáte argá.*  
"He works at a bar, so he goes to sleep late."

To start explaining a conclusion or the result of an action, you need to start with a main clause that describes the first action. You can apply any of the sentence patterns you've learned so far to form a main clause. Next, you'll need to use the conjunction meaning "so," οπότε (*opóte*), which introduces another main clause that explains a conclusion or the result of the first action. In written speech, it's necessary to add a comma before the conjunction to separate the main clause from the other main clause. With this sentence structure, you can't swap the order of the clauses. Sometimes a verb alone followed by the conjunction "so" and another verb may be enough to explain a conclusion or the result of an action, for example, you can say "I work, so I can't." Δουλεύω, οπότε δεν μπορώ. (*Dulévo, opóte den boró.*)

### **1.The inferential conjunction οπότε (opóte, "so")**

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There are fifteen groups of Greek conjunctions. One of these groups are the so called

"inferential" conjunctions. These denote a conclusion and are part of the coordinating conjunctions which connect words, phrases, or clauses that are grammatically equivalent. For example, two main clauses or two subordinate clauses. Οπότε (*opóte*, "so") belongs to this group of conjunctions. For example:

1. Δεν έχει μείνει κρασί, **οπότε** ας πιούμε κάτι άλλο.  
*Den éhi míni krasí, opóte as piúme káti álo.*  
"There is no wine left, **so** let's drink something else."

Other inferential conjunctions are: **λοιπόν** (*lipón*, "so"), **που** (*pu*, "that"), **άρα** (*ára*, "so"), **επομένως** (*epoménos*, "therefore"), **ώστε** (*óste*, "so that/ so").

1. Δεν ερχόταν το λεωφορείο, πήρα **λοιπόν** ταξί.  
*Den erhótan, to leoforío, píra lipón taxí.*  
"The bus wasn't coming, **so** I took a taxi."
2. Τα γράμματα είναι τόσο μικρά, **που** πρέπει να φορέσω τα γυαλιά μου για να τα διαβάσω.  
*Ta grámmata éne τόσο mikrá, pu prépi na foréso ta yaliá mu ya na ta diaváso.*  
"The letters are so small **that** I have to wear my glasses to read them."
3. **Άρα** θα του μιλήσεις, σωστά;  
*Ára tha tu milísis, sostá?*  
"**So** you're going to talk to him, right?"
4. Το χιόνι έφτασε τα 120 εκατοστά, **επομένως** είμαστε αποκλεισμένοι.  
*To hióni éftase ta ekatón íkosi ekatostá, epoménos ímaste apoklizméni.*  
"The snow reached 120 centimetres, **therefore** we are snowed in."
5. Εμείς θα ξυπνήσουμε πολύ νωρίς, **ώστε** (λοιπόν\*) θα σε ξυπνήσουμε.  
*Emís tha xipnísume polí norís, óste (lipón\*) tha se xipnísume.*  
"We will wake up very early, **so** we'll wake you up."

- In inferential clauses, **ώστε** (*óste*, "so that/ so") is often followed by **λοιπόν** (*lipón*, "so") for emphasis.

**Οπότε** (*opóte*, "so") shouldn't be confused with the temporal conjunction **όποτε** (*ópote*) meaning "whenever, every time, when" which introduces subordinate clauses. Visually, the only difference between **οπότε** (*opóte*, "so") and **όποτε** (*ópote*, "whenever, every time, when") is the accentuation, so pay special attention to the accent mark. An example is:

1. Θα φύγω **όποτε** θελήσω εγώ.  
*Tha fígo **ópote** thelíso egó.*  
 "I'll leave **whenever** I want."

## 2. 2nd conjugation verbs "to look after/ to take care of" (περιποιούμαι, *peripiúme*), and "to sleep" (κοιμάμαι, *kimáme*) - Passive voice, present stem forms

Let's remember:

The second conjugation group of verbs includes verbs that:

1. end in an **accented -ώ in the active voice**
2. end in an **accented -ιέμαι, -ούμαι, -άμαι or -ώμαι in the passive voice**

In this lesson, we will focus on the passive voice of the 2nd conjugation group, and specifically of the second class. **The second class** (δεύτερη τάξη, *défteri táxi*) has the active voice ending in **-ώ** and the passive voice ending in **-ούμαι (-ύμε)**.

Let's see the verb endings of a standard **-ούμαι (-ύμε)** verb in the progressive tenses, i.e. in the tenses that use the present tense stem.

### 2nd conjugation verb - 2nd class

**περιποιούμαι (*peripiúme*, "look after/ take care of" also "pamper/ groom")**

#### Passive voice - Indicative

Present tense	Past Continuous	Future Continuous
<b>Singular</b>		
<b>περιποι-ούμαι</b> ( <i>peripiúme</i> , "I look after/ take care of")	<b>περιποι-ούμουν/ [-όμουν(α)]**</b> ( <i>peripiúmun/-ómun(a)</i> , "I was looking after/ taking care of")	<b>Θα περιποι-ούμαι</b> ( <i>tha peripiúme</i> , "I will be looking after/ taking care of")

**περιποι-είσαι**

(*peripiíse*, "you look after/ take care of")

**περιποι-ούσουν/ [-  
όσουν(α)]\*\***

(*peripiúsun/-ósun(a)*, "you were looking after/ taking care of")

**θα περιποι-είσαι**

(*tha peripiíse*, "you will be looking after/ taking care of")

**περιποι-είται**

(*peripiíte*, "he/she/it looks after/ takes care of")

**περιποι-ούνταν/ [-όταν  
(ε)]\*\***

(*peripiúndan/-ótan(e)*, "he/she/it was looking after/ taking care of")

**θα περιποι-είται**

(*tha peripiíte*, "he/she/it will be looking after/ taking care of")

**Plural****περιποι-ούμαστε/ [-  
όμαστε]\***

(*peripiúmaste/-ómaste*, "we look after/ take care of")

**περιποι-ούμασταν/ [-  
όμασταν]\***

(*peripiúmastan/-ómastan*, "we were looking after/ taking care of")

**θα περιποι-ούμαστε/ [-  
όμαστε]\***

(*tha peripiúmaste/-ómaste*, "we will be looking after/ taking care of")

**περιποι-είστε/ [-  
όσαστε]\***

(*peripiíste/-ósaste*, "you look after/ take care of")

**περιποι-ούσασταν/ [-  
όσασταν]\***

(*peripiúsastan/-ósastan*, "you were looking after/ taking care of")

**θα περιποι-είστε/ [-  
όσαστε]\***

(*tha peripiíste/-ósaste*, "you will be looking after/ taking care of")

**περιποι-ούνται**

(*peripiúnde*, "they look after/ take care of")

**περιποι-ούνταν(ε)\*\*/ [-  
όντουσαν]\***

(*peripiúndan(e)/-óndusan*, "they were looking after/ taking care of")

**θα περιποι-ούνται**

(*tha peripiúnde*, "they will be looking after/ taking care of")

(also **περιποι-όνταν (ε)\*\***, *peripióndan(e)*, but it's very colloquial and rare)

**Other forms****Progressive subjunctive:**

**να + present tense** → **να περιποιούμαι** (*na peripiúme*, "(to) look after/ (to) take care of") etc.

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## Progressive imperative

(only 2nd person plural): **περιποιείστε** (*peripiíste*, "look after/ take care of")

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- All secondary forms are more casual and colloquial forms.
- The forms using the final vowel are more casual. For a more standard or formal speech, omit the final vowel.

### Notes:

- The alternative endings that we provided within brackets apply to this verb in particular and might not be always suitable for other verbs of the same group and class.

### For example:

1. **θεωρούμαι** (*theoró*, "to be considered") in the past continuous tense can be only formed as **θεωρούμουν** (*theorúmun*) NOT **θεωρόμουν(α)** (*theorómuna*, "I was being considered") etc.

The past continuous tense is a bit problematic in this specific class and voice. Many verbs here do not form all the persons of the past continuous (usually the first and second person singular and plural get omitted). And if they do, they might not be used very often or they could even sound weird to Greeks themselves. Instead, Greeks find it more natural to rephrase such forms.

### For example:

1. Παλιά θεωρούμουν επιτυχημένος. → Παλιά με θεωρούσαν επιτυχημένο.  
*Paliá theorúmun epitihiménos. → Paliá me theorúsan epitihiméno.*  
"In the olden days, I was considered successful." → "In the olden days, people used to consider me successful."

If you have a strong language instinct, you might be able to improvise in such a way depending on the verb, its meaning, and how natural it sounds in the passive past continuous. However, you don't need to worry too much about that. Just stick to the main verb endings when speaking or writing if you are not sure.

- As we've mentioned in lesson 23, some verbs of the second conjugation can be conjugated in the passive voice according to the first and the second class. However, the first class is used more often.



## For example:

1. **στενοχωριέμαι/στεναχωριέμαι** (first class) → **στενοχωρούμαι/στεναχωρούμαι** (second class)  
*stenohoriéme/stenahoriéme* → *stenohorúme/stenahorúme*, "to become sad"
2. **αρνιέμαι** (first class) → **αρνούμαι** (second class)  
*arniéme* → *arnúme*, "to deny"

Some very few **-ούμαι** (-úme) ending verbs may also have the alternative ending **-άμαι\*** (-áme.) These few verbs, which are called **deponent verbs** (αποθετικά ρήματα, *apothetiká rímata*), have forms only for the passive voice and their conjugation has a few differences from the standard **-ούμαι** (-úme) verbs. An example of a deponent verb from this lesson is the verb **κοιμάμαι/κοιμούμαι** (*kimáme/kimúme*, "to sleep").

The deponent verbs ending in **-άμαι\*** (-áme) follow the above conjugation model, but some forms are slightly different.

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### 2nd conjugation deponent verb - 2nd class

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#### κοιμάμαι (*kimáme*, "to sleep")

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#### Passive voice - Indicative

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##### Present tense

##### Past Continuous

##### Future Continuous

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#### Singular

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**κοιμ-άμαι/-ούμαι**  
(*kimáme/-úme*, "I sleep")

**κοιμ-όμουν(α)**  
(*kimómun(a)*, "I was sleeping")

**θα κοιμ-άμαι/-ούμαι**  
(*tha kimáme/-úme*, "I will be sleeping")

**κοιμ-άσαι**  
(*kimáse*, "you sleep")

**κοιμ-όσουν(α)**  
(*kimósun(a)*, "you were sleeping")

**θα κοιμ-άσαι**  
(*tha kimáse*, "you will be sleeping")

**κοιμ-άται**  
(*kimáte*, "he/she/it sleeps")

**κοιμ-όταν(ε)**  
(*kimótan(e)*, "he/she/it was sleeping")

**θα κοιμ-άται**  
(*tha kimáte*, "he/she/it will be sleeping")

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#### Plural

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**κοιμ-όμαστε/ούμαστε**  
(*kimómaste/-úmaste*, "we sleep")

**κοιμ-όμασταν**  
(*kimómastan*, "we were sleeping")

**θα κοιμ-όμαστε/ούμαστε**  
(*tha kimómaste/-úmaste*, "we will be sleeping")

**κοιμ-άστε/-όσαστε**  
(*kimáste/-ósaste*, "you sleep")

**κοιμ-όσασταν**  
(*kimósastan*, "you were sleeping")

**θα κοιμ-άστε/-όσαστε**  
(*tha kimáste/-ósaste*, "you will be sleeping")

**κοιμ-ούνται**  
(*kimúnde*, "they sleep")

**κοιμ-ούνταν/-όντουσαν**  
(*kimúndan/-óndusan*, "they were sleeping")

also **κοιμ-όντανε**,  
*kimóndane*, but that's very colloquial and rare

**θα κοιμ-ούνται**  
(*tha kimúnde*, "they will be sleeping")

### Other forms

**Progressive subjunctive:**

**να + present tense** → **να κοιμάμαι/-ούμαι** (*na kimáme/-úme*, "(to) sleep") etc.

**Progressive imperative (only 2nd person plural):**

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### Notes:

Other **-άμαι** (*-áme*) ending deponent verbs are conjugated as the example above. The verb **λυπάμαι** (*lipáme*, "to be/ feel sad"), though, has also a **λυπούμασταν** (*lipúmastan*, "we were feeling sad") form in the first person plural of the past continuous tense.

### 3. Degrees of adverbs

Adverbs, just like adjectives, have three degrees: the positive, the comparative, and the superlative degree. The two latter degrees can be phrasal, monolectic, or both.

In this lesson, we'll only focus on the phrasal formation of the degrees of adverbs as this is the easiest way:

- The phrasal **comparative** forms follow the pattern **πιο (pio "more") + the adverb in the positive degree.**

**For example:**

1. **γρήγορα** (*grígora*, "quickly") → **πιο γρήγορα** (*pio grígora*, "more quickly")

- The phrasal **superlative** forms use the pattern **πολύ (polí, "very") + the adverb in the positive degree.** Sometimes the adverb **πάρα (pára, "very")** might precede this formation for even more emphasis.

**For example:**

1. **απαλά** (*apalá*, "softly") → **(πάρα) πολύ απαλά** (*(pára) polí apalá*, "very softly")

## Review

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So remember, to explain a conclusion or the result of an action, start with a main clause that describes the first action. Next, use the conjunction meaning "so," **οπότε (opóte)**, followed by another main clause that explains the conclusion or the result of an action.



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