

# The 2010 College Greek Exam

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## ABSTRACT

This article reports on the second annual College Greek Exam (CGE), a national exam for students of ancient Greek, usually given in the second semester of a college sequence. The report begins with a brief description of the origins and development of the CGE, explaining the philosophy behind the exam's syllabus. The format of the CGE is then presented, followed by an analysis of the questions by grammatical category. The results of the 2010 exam are then compared with 2009 CGE. The report concludes with an assessment of the strengths and areas for improvement for Greek students. The report also evaluates the exam itself; the main suggestion is to include more comprehension questions. There are two appendices: (1) a copy of the 2010 CGE, including the percentages of the students who marked each answer; (2) a copy of the syllabus for the CGE.<sup>1</sup>

In March 2010, 239 students from 24 colleges and universities took the second annual College Greek Exam (CGE), a national exam for students of ancient Greek, typically in their second semester of a college sequence. This article gives a brief description of the exam's origins and development, as well as analysis of the results of the 2010 exam compared to those for the 2009 exam. It concludes with an assessment of strengths and areas for improvement for Greek students as well as an evaluation of the exam.

## DEVELOPMENT AND PHILOSOPHY OF THE COLLEGE GREEK EXAM

The origins of the CGE arose from the desire to institute a separate national exam for college and university students of ancient Greek, parallel to the National Greek Exam (NGE) for high school students. The CGE generally follows the format of exams such as the NGE and the NLE but has a syllabus, vocabulary lists and expectations geared specifically for students at the college level. Given the great diversity of pedagogical approaches and order of presentation of grammatical material found in Greek textbooks, the CGE does not follow any one textbook. Through computer searches, it is now possible to quantify the forms and vocabulary that students are most likely to encounter in reading ancient Greek texts. Rather than adhere to a particular approach, presentation, textbook or type of textbook, the syllabus for the CGE bases the inclusion of grammatical material (Mahoney) and vocabulary (Major) on frequency. For a more detailed exposition of the philosophical background for the CGE, see Major-Watanabe (this article also includes copies of the pilot and 2009 CGE). A copy of the syllabus has been appended to this article.

## FORMAT AND ANALYSIS OF THE 2010 COLLEGE GREEK EXAM

The exam consisted of 40 multiple-choice questions, the last ten of which analyzed a short Greek passage in which a dog and sheep debate their roles and value to a shepherd. For the first time since the inception of the Exam, there were two perfect scores of 40. The overall average was 25.83 (64.58%); the median score was 26 (65%). In what follows, the results of the exam are

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1 I wish to thank the Editor of TCL and the anonymous readers for their many helpful suggestions.

analyzed according to grammatical categories. For reference, a copy of the 2010 exam has been included as an appendix. The percentage of students marking each answer is given in parentheses after that answer.

### *Nouns, adjectives and pronouns*

Two questions on nouns asked for specific cases of a noun. Q(uestion)19 asked for the dative plural of βασιλεύς and Q23 for the same case and number of πρᾶγμα. For both questions, 77.4% of the students answered correctly.

There were also two questions on the agreement of the article with a noun. In Q1 only 8.4% correctly identified τὰ as the article agreeing with γένη. The majority (86.6%) chose ἡ, not recognizing that γένη is the neuter plural of τὸ γένος. Similarly in Q24 only 39.7% recognized τοῦ as the correct article for ἀνδρός. Again most of the students (51.9%) took the noun as a nominative singular and chose ὁ as the answer.

Questions on adjectives centered on agreement. For Q5, 86.2% of the students saw that κακῶν agreed with τῶν γλωττῶν. In Q25, however, only 28% saw that κακῆς went with πόλεως. The largest group of students (39.7%) chose κακοῦ as the answer; 26.4% chose κακῶς; 5.9% picked κακῶν. In this case students seemed unsure about the gender of πόλις. A significant number appear simply to have matched up the endings (πόλεως and κακῶς). As noted above on nos. 1 and 24, the agreement of articles/adjectives and nouns of different declensions proved to be problematic for students.

Q12 posed a question about comparison. Students were asked to fill in the blank in the sentence: ὁ Σωκράτης ἐστὶ σοφώτερος ἢ \_\_\_\_\_. Only 41% correctly saw that the nominative ὁ Εὐριπίδης should be placed in the blank. The rest of the students were divided fairly evenly over the other answers: 21.3% for τῶν ἄλλων ἀνδρῶν; 20.9% for τοῖς ἄλλοις ἀνδράσι; and 16.7% for τοῦ Εὐριπίδου. Here the students seemed uncertain about what case should follow the comparative plus ἢ.

Four questions dealt with pronouns. Nos. 14 and 35 (on the passage) asked about the case of the pronoun. In Q14, 60.7% correctly identified ἡμῖν as dative. For Q35 (on the passage), 79.1% of the students saw that σοι was dative and that its function was as the indirect object of παρέχει. In Q16, 96.7% saw that τοῦτο derived from οὗτος. Q32 (on the passage) posed a question about relative pronouns; only 29.3% of the students understood that ὅς referred back to δεσπότην. Most (60.3%) thought that its antecedent was the adverbial adjective Δεινόν.

There were five questions about the translation of noun phrases, both from Greek to English and from English to Greek. Often these questions dealt with the attributive or predicative positions of adjectives and pronouns. All the questions began with “The best translation of (for) \_\_\_\_\_ is.” Q3 asked for the best translation of τὸ τοῦ πολίτου δῶρον ἄριστον, an example of the predicative position. Here 79.1% of the students correctly chose the phrase “the citizen’s gift is best.” For Q6, when students were asked the best translation of “the same hope,” 77.4% chose ἡ αὐτὴ ἐλπίς, recognizing that αὐτός in the attributive position means “the same.” In Q7, 72.4% correctly answered that κατὰ νόμον was best translated by “according to the law.” For Q28, students were asked to render the phrase “these soldiers” into Greek. Here 66.5% chose οὗτοι οἱ στρατιῶται, correctly recognizing that demonstrative adjectives regularly occur in the predicative position. Finally in Q30, 64% correctly translated “all the letters” with πάντα τὰ γράμματα. Another 24.3% chose ἡ πᾶσα ἐπιστολή. Whether translating from Greek to English or English to Greek, the students seemed to fare about the same.

Finally, Q13 asked about the translation of the superlative adverb ἀληθέστατα. In this case 82% translated it as “most truly.”

### Verbs

Now we turn to questions on verbal forms. Questions on finite verbal forms asked about the person, number, tense and mood. Students were not asked to parse the voice of finite verbal forms (for questions on translating middle/deponent forms, see below).

For Q34 (on the passage), 68.2% correctly identified δίδως as second person singular. For Q29, students had to find the second singular imperfect indicative of ἄρχω. Students did well with 80.8% giving ἤρχεσ as the correct answer. On Q22, 90% were able to convert ζητεῖ (a contract verb) to the plural. On Q9, 84.5% correctly identified γράψετε as a future. In Q27, students had more difficulty in identifying the tense of ἔθηκε. Here only 42.7% saw that it was aorist, 32.6% thought that it was perfect, while 19.7% took it as imperfect. Students unfamiliar with -μι verbs, but familiar with the perfect tense, may have noticed the kappa in the ending and guessed that the verb was perfect, even though there was not reduplication. This question and Q34 above were the only ones about -μι verbs. Finally, for Q11, slightly over half of the students (56.5%) saw that ἦνεγκον derived from φέρω.

Several questions asked students for the mood of a verbal form. Q31 (on the passage) asked about the mood of εἶπεν. On this question, 84.5% correctly answered that it was indicative. Q2 (the only question on an imperative) was difficult for students. Only 42.7% saw that ἄκουσον was aorist imperative; 30.1% guessed that it was future indicative, another 20.5% that it was aorist indicative and the remainder (6.7%) thought that it was present imperative.

On infinitives, Q26 asked about the tense and mood of πεπαιδευκέναι; 73.2% recognized it as the perfect infinitive. This was the only question on a perfect. For Q40 (on the passage), students had difficulty identifying the form of ἀποθανεῖν. Only 37.7% recognized it as aorist, while over half (51.5%) took it as a present infinitive. Here students seemed unfamiliar with this second aorist form.

Now let us turn to the questions on participles. Q21 asked students to convert the middle participle γραψάμενοι to the active. Here 64% correctly chose γράψαντες, while 31.8% opted for the present participle γράψοντες. The remaining questions were on the passage. On Q33 87.4% recognized the case and number of παρεχούσαις as dative plural. For Q39 on the last sentence of the reading passage (εἰ δ' ἐγὼ οὐ φυλάττω ὑμᾶς, οὐ νέμεσθαι δύνασθε, φοβούμεναι ἀποθανεῖν), 76.2% saw that φοβούμεναι agreed with the ewes implied in the 2nd person plural verb δύνασθε.

Students were also asked to translate finite verbs, infinitives and participles. These questions usually took the form: “The best translation of (for) \_\_\_\_\_ is.” For Q10, only 44.8% of the students translated φαίνεται as “it seems;” another 39.3% translated it as “he shows.” Here they were not clearly distinguishing between the active and middle. In Q17, the students also had difficulty in recognizing the 2nd singular middle-deponent form, where only 39.3% correctly translated ἔρχη as “you come;” 28.9% took it to mean “may he come;” 16.7% “may he rule;” and 15.1% “you ruled.” Q15 tested students on the supplementary participle in the phrase τυγχάνω ὦν. Here 61.9% correctly translated “I happen to be.” Finally, in nos. 36-37 (from the reading passage) students were asked to show their comprehension of the sentence τὸν κύνα οὖν ἀκούσαντα φασὶν εἰπεῖν. Q36 asked about the best translation of the aorist participle ἀκούσαντα. Here 82.4% did well in translating the circumstantial participle as a temporal clause “when he had heard.” For Q37 students were also asked to translate the indirect statement τὸν κύνα οὖν ἀκούσαντα φασὶν

εἰπεῖν. On this question 58.6% correctly chose “they say that when the dog heard he said;” 27.2% translated “the dog listened and said.”

### *Other types of questions*

There were two questions on transcription and English derivatives. For Q20, 84.1% were able to transcribe “Homer” from English into Greek. In Q4, 97.5% clearly saw that the word “politics” derived from πόλις.

The only historical question (Q8) asked who was the most important woman poet from ancient Greece. Here 73.2% of the students answered Sappho (written out in Greek).

There was also one question on the recessive accent. For Q18, 72.8% of the students identified ἔλιπον as the relevant example.

Q38 was the only comprehension question on the exam, asking what the dog in the passage claimed. The majority of students (62.3%) answered that the dog “protects the ewes from men and wolves.”

## COMPARISON WITH THE 2009 CGE

Overall students did slightly better on the 2010 exam than on the 2009 exam. As noted above, 239 students from 24 institutions took the 2010 exam; there were 311 students from 35 institutions taking the 2009 exam. The 2010 students scored a mean of 65.76%, while 62.06% was the mean for 2009. For the first time two students (from the same school) had perfect scores of 40, while in 2009 five students scored the peak score of 38 (95%). The low score was a 10 (25%) for 2010; for 2009 this was an 11 (28%).

Only one question appeared on both exams. Q8 (2009) and Q27 (2010) asked about the tense of ἔθηκε. There was a slight decrease in the score here: 47.3% chose the correct answer in 2009 compared to 42.7% in 2010. The same answers were provided: (a) present; (b) imperfect; (c) aorist; (d) perfect. The scores for both exams generally followed the same pattern. For 2009 the scores were as follows: (a) 2.3%; (b) 17.7%; (c) 47.3%; (d) 32.8%. For 2010 the percentages were: (a) 5%; (b) 19.7%; (c) 42.7%; (d) 32.6%. In both years, it is interesting that after the correct answer c, the next highest percentage was for answer d (perfect).

Between the two exams, several questions were similar in content but differed in question format (e.g. most significantly whether the students translated from Greek to English or English to Greek). These questions are examined by grammatical category below.

Q30 (2009) and Q3 (2010) dealt with the predicative position of the adjective. The question for 2009 asked, “Which shows an adjective in the predicative position?” Only 45.3% chose ἡ φύσις ἀρίστη. The 2010 students were asked to give the best translation of τὸ τοῦ πολίτου δῶρον ἄριστον; here 79.1% answered correctly, “the citizen’s gift is best.” Students on the 2010 seemed to have less difficulty, insofar as they were only asked to translate the phrase; this required at best a passive knowledge of the predicative position.

There were two similar questions on pronouns. For 2009, 68.2% correctly chose the dative pl. of ἐγώ (Q15); for Q14 in the 2010 exam students were asked about the inverse process of identifying the case of ἡμῖν. Here 60.7% gave the correct form. On Q11 of the 2009 exam, 62.4% understood that ταῦτα derived from οὗτος. For 2010 on Q16, 96.7% correctly answered that τοῦτο derived from οὗτος.

The 2010 students did significantly better than the 2009 group on the superlative adverb. For the 2010 exam students were asked in Q13 for the best translation of ἀληθέστατα and 82%

answered “most truly”; the 2009 students had a more difficult time answering Q16: “Which is the superlative adverb of *χαλεπός*?” with only 45.3% answering *χαλεπώτατα*. Here again students found it easier to translate the superlative adverb (2010) than to produce the form (2009).

Three questions on verbal forms were similar. Q19 (2009) and Q2 (2010) focused on the imperative. In 2009 only 29.6% gave the right answer, *ἄκουσον*, when asked “Which of the following gives the command ‘Listen!’” Many of the students (39.2%) chose the aorist indicative form *ἤκουσε*; 25.4% picked *ἀκούση* (which could be interpreted as a 2nd singular future middle, aorist subjunctive middle, or a 3rd singular aorist subjunctive active), while 5.8% opted for the imperfect indicative. Here many students chose the aorist indicative, misidentifying the epsilon as the 2nd singular ending and forgetting that the augment does not appear in the imperative. About a quarter of them, after eliminating the answers with augments, guessed that the answer was *ἀκούση* instead of *ἄκουσον*. The 2010 exam, instead of asking students to produce the correct Greek, asked students to identify the tense and mood. For 2010, 42.7% correctly gave the tense and mood of *ἄκουσον*. The other responses were future indicative (30.1%), aorist indicative (20.5%) and present imperative (6.7%). Students clearly saw that *ἄκουσον* (with its sigma) must be either future or aorist. Although the 2010 students fared better, the imperative continues to pose a challenge for students.

Q28 (2009) and Q26 (2010) dealt with perfect forms. In 2009 students were asked to complete the sentence “*κεκρύφασιν* is”. Here 57.6% answered correctly, but 22.2% took it for a dative, 15.8% as a pluperfect, and 4.2% as an accusative. Not given any indication in the question whether *κεκρύφασιν* was a noun or a verb, a number of the students were distracted by the answer “dative.” The 2010 students did fairly well (73.2%) in identifying the tense and mood of the perfect infinitive *πεπαιδευκέναι*. The other answers were pluperfect infinitive (13%), perfect indicative (8.8%) and pluperfect indicative (5%). Here students were helped by the fact that the question definitely indicated that the form was a verb.

There was also a question on both exams involving the aorist middle participle. For 2009 (Q13), 81.4% chose the correct form of the aorist middle participle of *βλάπτω*; for Q21 on the 2010 exam 64% were able to convert the middle participle *γραψάμενοι* into the active. The latter process was clearly more challenging for the 2010 students.

Q17 of the 2009 exam asked for an example of the fixed accent among four verbal forms; only 32.2% chose the right example, the perfect participle *ἠύρημένοι*. For Q18 on the 2010 exam, students were asked to find an example of a recessive accent; 72.8% correctly answered *ἔλιπον*.

Q38 was the only comprehension question on the 2010 exam. Here 62.3% gave the right answer. In 2009, there were five reading comprehension questions about the passage, a legend about sailors meeting Alexander’s sister, a mermaid, on the high seas. In four of them—Q32 (55.9%), Q33 (57.2%), Q35 (53.7%), Q38 (71.4%)—the majority of students answered correctly. However, in Q40, when students were asked what the passage said about the mermaid, only 27.7% gave the correct answer, “she carries the implements of war.” It is difficult to compare these questions since they are closely tied to the passages being analyzed. Given that the students have already answered grammatical questions in the first part of the exam, it would be worthwhile for the writers of the test to include more reading comprehension questions on the passage, as such questions would test students on another level of knowledge—their ability to comprehend a continuous passage of Greek in context.

Finally questions about transliteration were raised in Q1 (2009) and Q20 (2010). For 2009, 63.3% were able to transliterate “Hyperbolus” into Greek, while in 2010, 84.1% correctly con-

verted “Homer.” Students did better in 2010 in seeing that the “H” in transliteration arose from the rough breathing. The omicron with rough breathing at the beginning of Homer was easier to handle than the upsilon of Hyperbolus. The familiarity of the name Homer probably also helped the 2010 students.

### CONCLUSION

Students performed fairly well to very well on producing noun cases, matching 2nd declension adjectives with 2nd declension nouns, translation of noun phrases, the superlative adverb, parsing  $\omega$  verbs, translating the supplementary and circumstantial participle, transliteration, English derivatives, and on the historical question.

Areas for improvement include the agreement of adjectives (articles) and nouns of different declensions (Q1: 8.4%; Q24: 39.7%; Q25: 28%), comparison (Q12: 41%), the imperative (Q2: 42.7%), and middle/deponent forms (Q10 φαίνεταί: 44.8%; Q17 ἔρχη: 39.3%).

The writers of the exam offered a variety of questions and an interesting passage. They did well to introduce for the first time this year questions on comparison and supplementary participles. The major weak point of the exam is the lack of comprehension questions on the passage. Questions should test the ability of students to translate and comprehend larger units than the individual words and phrases tested in the first part. Additionally, too many question asking students to translate from Greek to English may make the exam less challenging for students. I do not see this as a major problem on this exam but a balance of Greek to English and English to Greek questions is something that should be carefully preserved on future exams.

### ACKNOWLEDGEMENTS

The committee for the College Greek Exam wishes to thank all the students and teachers who took part in the 2010 exam, as well as the many people who helped in making the exam possible. We hope that those who participated in previous years will continue to participate. The 2011 CGE Exam is once again scheduled to be administered in mid-March. Those interested in participating should contact Wilfred Major (wmajor@lsu.edu), the chair of the CGE Committee, to register. As in previous years, there will be certificates and other awards for students taking the exam. Also once again, thanks to the support of the American Classical League, Eta Sigma Phi, Louisiana State University, and the Committee for the Promotion of Greek, there will be no charge for taking the exam. The committee welcomes questions, corrections, and suggestions about any or all aspects of the CGE.

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## APPENDIX 1. SECOND ANNUAL COLLEGE GREEK EXAM (2010)

TIME: 50 MINUTES

DO NOT USE A DICTIONARY

Write YOUR NAME at the top left-hand portion of your answer sheet. Write YOUR LAST NAME FIRST. Be sure to FILL IN THE BUBBLES under your name. DO NOT change the identification number on the sheet nor add any additional information.

Mark the correct choice ON YOUR ANSWER SHEET. There is only one correct answer/choice for each question. Choose the BEST POSSIBLE ANSWER.

1. The correct article for the noun γένη is
 

a. ἡ (86.6%)	c. τό (4.2%)
b. αἱ (0.8%)	d. τά (8.4%)
  
2. The tense and mood of ἄκουσον are
 

a. present imperative (6.7%)	c. aorist imperative (42.7%)
b. aorist indicative (20.5%)	d. future indicative (30.1%)
  
3. The best translation of the words τὸ τοῦ πολίτου δῶρον ἄριστον is
 

a. the best gift is for the citizen (16.3%)	c. the gift is better than the citizen (4.2%)
b. the citizen's gift is best (79.1%)	d. it is best for the citizen to have a gift (0.4%)
  
4. An English word that is derived from πόλις is
 

a. polish (0.0%)	c. politics (97.5%)
b. polite (1.3%)	d. polychrome (1.3%)
  
5. The adjective that agrees with the noun τῶν γλωττῶν is
 

a. εὐδαίμων (7.1%)	c. κακῶν (86.2%)
b. εὐδαίμονος (1.7%)	d. κακῶς (5.0%)
  
6. The best translation into Greek of the words *the same hope* is
 

a. ἡ ταύτης ἐλπίς (9.2%)	c. ἡ αὐτῆ ἐλπίς (77.4%)
b. τίς ἡ ἐλπίς (1.7%)	d. αὕτη ἡ ἐλπίς (11.7%)
  
7. The best translation of the words κατὰ νόμον is
 

a. according to law (72.4%)	c. down from the law (15.1%)
b. after the law (4.6%)	d. with the law (7.5%)
  
8. The most important woman poet from ancient Greece is
 

a. Ἀθῆναι (13.8%)	c. Ἄρτεμις (7.5%)
b. Σαπφώ (73.2%)	d. Σοφοκλῆς (5.4%)

9. What is the tense of γράψετε?
- |                   |                   |
|-------------------|-------------------|
| a. perfect (1.7%) | c. future (84.5%) |
| b. aorist (5.0%)  | d. present (8.8%) |
10. The best translation for φαίνεται is
- |                     |                      |
|---------------------|----------------------|
| a. he shows (39.3%) | c. it seems (44.8%)  |
| b. we appear (2.5%) | d. they show (12.6%) |
11. ἦνεγκον is a form of which verb?
- |                    |                  |
|--------------------|------------------|
| a. νομίζω (9.2%)   | c. νικάω (15.1%) |
| b. ἀγγέλλω (19.2%) | d. φέρω (56.5%)  |
12. Fill in the blank: ὁ Σωκράτης ἐστὶ σοφώτερος ἢ \_\_\_\_\_.
- |                             |                                |
|-----------------------------|--------------------------------|
| a. ὁ Ευριπίδης (41.0%)      | c. τοῦ Ευριπίδου (16.7%)       |
| b. τῶν ἄλλων ἀνδρῶν (21.3%) | d. τοῖς ἄλλοις ἀνδράσι (20.9%) |
13. The best translation for ἀληθέστατα is
- |                  |                       |
|------------------|-----------------------|
| a. truer (13.0%) | c. true (3.8%)        |
| b. truly (1.3%)  | d. most truly (82.0%) |
14. The case of ἡμῖν is
- |                       |                       |
|-----------------------|-----------------------|
| a. nominative (11.3%) | c. dative (60.7%)     |
| b. genitive (4.6%)    | d. accusative (23.4%) |
15. The best translation for τυγχάνω ὄν is
- |                              |                               |
|------------------------------|-------------------------------|
| a. I hit them (5.4%)         | c. I happen to be (61.9%)     |
| b. I am meeting them (18.0%) | d. therefore I happen (14.2%) |
16. τοῦτο is a form of which word?
- |                 |                  |
|-----------------|------------------|
| a. ταχύς (1.3%) | c. οὗτος (96.7%) |
| b. τόπος (0.8%) | d. οὐδεὶς (1.3%) |
17. The best translation for ἔρχη is
- |                        |                        |
|------------------------|------------------------|
| a. you come (39.3%)    | c. may he rule (16.7%) |
| b. may he come (28.9%) | d. you ruled (15.1%)   |
18. Which of the following is an example of the recessive accent?
- |                     |                   |
|---------------------|-------------------|
| a. λιπεῖν (7.1%)    | c. χρηστός (8.8%) |
| b. λιπόντος (10.9%) | d. ἔλιπον (72.8%) |
19. The dative plural of βασιλεύς is
- |                    |                      |
|--------------------|----------------------|
| a. βασιλέα (4.6%)  | c. βασιλεῦσι (77.4%) |
| b. βασιλεῖ (10.0%) | d. βασιλέως (7.5%)   |

20. The name of the epic poet Homer is written in Greek as  
 a. Ἡόμηρος (1.3%) c. Ὅμηρος (84.1%)  
 b. Ὅμηρος (11.3%) d. Ἡόμηρος (3.3%)
21. The active participle that corresponds to the middle participle γραψάμενοι is  
 a. γράψαντες (64.0%) c. γραψόμενοι (2.5%)  
 b. γράψοντες (31.8%) d. γραφόμενοι (1.7%)
22. Making the person of ζητεῖ plural yields the form  
 a. ζητοῦμεν (1.7%) c. ζητῶ (2.5%)  
 b. ζητοῦσιν (90.0%) d. ζητεῖν (5.9%)
23. The dative plural of πράγμα is  
 a. πράγματος (2.5%) c. πράγμασι (77.4%)  
 b. πράγματι (15.5%) d. πράγματα (4.6%)
24. The form of the definite article that agrees with ἀνδρός is  
 a. ὁ (51.9%) c. τοὺς (4.6%)  
 b. τό (3.3%) d. τοῦ (39.7%)
25. The form which agrees with (modifies) πόλεως is  
 a. κακῆς (28.0%) c. κακῶς (26.4%)  
 b. κακοῦ (39.7%) d. κακῶν (5.9%)
26. The tense and mood of πεπαιδευκέναι are  
 a. pluperfect infinitive (13.0%) c. pluperfect indicative (5.0%)  
 b. perfect infinitive (73.2%) d. perfect indicative (8.8%)
27. The tense of ἔθηκε is  
 a. present (5.0%) c. aorist (42.7%)  
 b. imperfect (19.7%) d. perfect (32.6%)
28. The best translation into Greek of the words *these soldiers* is  
 a. οἱ στρατιῶται αὐτοί (7.5%) c. οἱ αὐτοὶ στρατιῶται (18.4%)  
 b. οἱ στρατιῶται οὕτως (7.1%) d. οὗτοι οἱ στρατιῶται (66.5%)
29. The 2<sup>nd</sup> person singular imperfect indicative of ἄρχω is  
 a. ἤρχες (80.8%) c. ἤρξες (10.0%)  
 b. ἄρχε (4.2%) d. ἄρχεις (4.6%)
30. The best translation into Greek of the words *all the letters* is  
 a. ἡ πᾶσα ἐπιστολή (24.3%) c. πᾶν γράμμα (2.1%)  
 b. πάντα τὰ γράμματα (64.0%) d. πᾶσα ἐπιστολή (9.6%)

Answer questions 31-40 based on the passage below. This fable has a dog and sheep debating their roles and value to a shepherd.

ὄτε φωναὶ τοῖς ζώοις ἦσαν, ἢ ὄϊς πρὸς τὸν δεσπότην εἶπεν  
 «Δεινὸν ποιεῖς, ὃς ἡμῖν μὲν ταῖς καὶ ἄρνας καὶ τυρὸν παρεχούσαις οὐδὲν  
 δίδως, τῷ δὲ κυνί, ὃς οὐδὲν ἀγαθὸν σοι παρέχει, μεγάλην  
 δόξαν δίδως.» τὸν κύνα οὖν ἀκούσαντα φασὶν εἰπεῖν «ναὶ μὰ Δί’,  
 ἐγὼ γὰρ εἰμι ὁ καὶ ὑμᾶς σώζων, καὶ δι’ ἐμὲ οὐθ’ οἱ ἄνθρωποι  
 ὑμᾶς κλέπτουσιν οὐθ’ ἀρπάζουσιν οἱ λύκοι. εἰ δ’ ἐγὼ οὐ φυλάττω ὑμᾶς,  
 οὐ νέμεσθαι δύνασθε, φοβοῦμεναι ἀποθανεῖν.»

5

**οἱ ἄρνες** lambs, sheep

**ζῷον -ου τό** animal

**κύων, κυνός ὁ** dog

**λύκος -ου ὁ** wolf

**ναὶ μὰ Δία** yes, by Zeus (used in invocations)

**νέμομαι** go to pasture, graze

**ὄτε** when

**ὄϊς, ὄϊος ἡ** ewe (female sheep)

**παρέχω** provide

**τυρός -οῦ ὁ** cheese

**φοβοῦμαι** fear

31. The mood of εἶπεν (line 1) is  
 a. infinitive (6.7%)  
 b. indicative (84.5%)  
 c. participle (6.7%)  
 d. imperative (1.7%)
32. ὄς (line 2) refers to  
 a. δεσπότην (line 2) (29.3%)  
 b. Δεινόν (line 1) (60.3%)  
 c. τυρόν (line 2) (5.9%)  
 d. τῷ κυνί (line 3) (3.8%)
33. The case and number of παρεχούσαις (line 2) are  
 a. nominative singular (0.4%)  
 b. dative singular (2.1%)  
 c. dative plural (87.4%)  
 d. accusative plural (9.6%)
34. The person and number of δίδως (line 3) are  
 a. first person plural (10.5%)  
 b. second person singular (68.2%)  
 c. second person plural (11.7%)  
 d. third person plural (9.2%)
35. The case and function of σοι (line 3) are  
 a. dative, in apposition to τῷ κυνί (line 3) (8.8%)  
 b. dative, indirect object to παρέχει (line 3) (79.1%)  
 c. nominative, subject of δίδως (line 3) (6.7%)  
 d. nominative, modifying ὄς (line 3) (4.6%)

36. The best translation for ἀκούσαντα (line 4) is
- a. “when he had heard” (82.4%)
  - b. “the things he had heard” (8.8%)
  - c. “listen!” (2.9%)
  - d. “when he will listen” (5.4%)
37. In line 4, the best translation of the words τὸν κύνα.... εἶπεῖν is
- a. “the dog listened and said” (27.2%)
  - b. “they say that when the dog heard he said” (58.6%)
  - c. “the dog said that he had heard and spoken” (9.6%)
  - d. “they say that dogs listen and speak” (4.2%)
38. In lines 5-7 the dog claims that
- a. he protects the ewes from men and wolves (62.3%)
  - b. the ewes fear that the dog will hand them over to thieves or wolves (10.0%)
  - c. the master will kill both the ewes and the dog (4.6%)
  - d. even if he protects the ewes, they can still be stolen by men (22.6%)
39. The participle φοβούμεναι (line 7) agrees with which noun?
- a. the dogs (7.5%)
  - b. the master (9.2%)
  - c. the ewes (76.2%)
  - d. the wolves (6.7%)
40. What form is ἀποθανεῖν (line 7)?
- a. present infinitive active (51.5%)
  - b. perfect infinitive active (4.6%)
  - c. aorist infinitive active (37.7%)
  - d. aorist infinitive middle (5.9%)

ΤΕΛΟΣ

**The End**

**APPENDIX 2. COLLEGE GREEK EXAM SYLLABUS**

Third Annual Exam (2011)

All questions ask the student to choose the best from four different answers. The first thirty (30) questions test the material listed below. The last ten questions test comprehension of a brief simple passage of adapted Attic Greek prose.

**A. FORMS**

- a. **VERBS:** ω-verbs (including contract verbs) in (1) all persons (2) singular and plural (3) present, imperfect, future, aorist and perfect tenses (4) indicative, infinitive, participle, imperative (present and aorist active only) (5) active and middle voices. See vocabulary list of regular verbs for which students should know definitions and for μι-verbs.  
One question will ask students to recognize the correct form of a verb accented recessively.
  - b. **NOUNS:**  
1<sup>st</sup> Declension (νίκη, χώρα, μοῖρα, γλῶττα, πολίτης types)  
2<sup>nd</sup> Declension (ἵππος, δῶρον types)  
3<sup>rd</sup> Declension (ἐλπής, σῶμα, γένος, πόλις types)  
See vocabulary for a full list of nouns.  
+ the definite article ὁ, ἡ, τό
  - c. **ADJECTIVES:** ἀγαθός, ἄξιος, εὐδαίμων, ἀληθής, ἡδύς types  
See vocabulary for a full list of adjectives. Regular formations of the comparative and superlative degrees.
  - d. **PRONOUNS:** αὐτός -ἡ -ό; ἐγώ; ἐκεῖνος -ἡ -ο; ὅς, ἦ, ὅ; οὐδεῖς, οὐδεμία, οὐδέν; οὗτος, αὕτη, τοῦτο; σύ; τις, τι; τίς, τί
  - e. **CONJUNCTIONS:** ἀλλά, γάρ, δέ, ἐάν/εἰ, ἦ, καί, μέν, ὅτι, οὖν, οὔτε, τε, ὥς
  - f. **PREPOSITIONS:** ἀν(ά), ἀπ(ό), δι(ά), εἰς, ἐκ/ἐξ, ἐν, ἐπ(ί), κατ(ά), μετ(ά), παρ(ά), περί, πρός, ὑπ(ό)
  - g. **ADVERBS:** γε, δή, ἔτι, μή, νῦν, οὐ/οὐκ/οὐχ, οὕτως, ὥς  
Regular formations of the positive, comparative and superlative degrees.
  - h. **GRAMMAR and SYNTAX**
    - i. Predicate and attributive positions
    - ii. Case Usage: Nominative (subject, predicate), Genitive (possession), Dative (indirect object, means), Accusative (direct object), Vocative (direct address).
    - iii. Mood Usage: participle (used in comprehension questions but questions do not ask to name a type of use), infinitive (complementary), imperative (command), indirect statement with infinitive or ὅτι/ ὥς.
- B. VOCABULARY:** The attached vocabulary lists verbs, nouns and adjectives for which students are responsible.
- a. In the reading passage, words of regular formation and analogous to (or compounds of) those in the vocabulary will be glossed with a vocabulary entry. For example, if ἐκφέρομεν appears, the gloss will appear as “ἐκφέρω carry out.”
  - b. Words using constructions or forms for which students are not responsible will be glossed with a translation, for example: “ἴνα...φεύγοιμεν so that ...we would escape.”

## C. CULTURE

- a. Students should know the following names and places. The questions will be basic in content but require the student to recognize the names in the original Greek.

Homer, Sappho, Aesop, Sophocles, Euripides, Herodotus, Thucydides, Pericles, Socrates, Plato, Aristotle, Xenophon, Alexander, the Olympian gods, Hercules, Perseus, Achilles, Agamemnon, Helen, Hector, Odysseus, Athens, Sparta, Thebes, Corinth, Mycenae, Marathon, Thermopylae.

Example: Who wrote the tragedy Οιδίπους Τύραννος? (a) ὁ Σωκράτης (b) ἡ Σαπφώ (c) ὁ Περικλῆς (d) ὁ Σοφοκλῆς

## D. TRANSLITERATION and DERIVATIVES

Example: The English word “cycle” is derived from the Greek word (a) γύγλος (b) κύκλος (c) γοῦγλος (d) κοῦκλος

VOCABULARY  
for the  
COLLEGE GREEK EXAM (CGE)

This list contains 250 words for which students are expected to know basic definitions when taking the CGE. It contains 100 verbs, 100 nouns and 50 adjectives. This list supplements the words listed on the main syllabus. Any words used on the exam which are not on this list will be glossed.

VERBS

ἀγγέλλω announce	δράω do
ἄγω lead, bring	δύναμαι be able, can
αἰρέω take (mid: choose)	ἐθέλω wish
αἰτέω ask	εἰμί be
ἀκούω hear	εἶμι go (future only)
ἀμαρτάνω make a mistake, miss the target	εἶπον say (aorist only)
ἀποθνήσκω die	ἐλαύνω drive
ἀρπάζω snatch	ἔρχομαι come, go (present only)
ἄρχω rule	ἐσθίω eat
βαίνω walk	εὕρισκω find
βάλλω throw	ἔχω have, hold
βλάπτω hurt	ζάω live
βλέπω see	ζητέω seek
βουλεύω deliberate	θεραπεύω serve
βούλομαι want, wish	ἵστημι stand
γαμέω marry	καλέω call
γελάω laugh	κελεύω order
γίγνομαι become, be	κινδυνεύω risk
γινώσκω come to know, learn	κινέω move
γράφω write	κλέπτω steal
δεῖ it is necessary	κόπτω cut
δείκνυμι show	κρίνω judge, decide
δέχομαι welcome	κρύπτω hide
δηλόω show	κτείνω kill
διδάσκω teach	κωλύω prevent
δίδωμι give	λαγχάνω obtain by a lottery
διώκω pursue	λαλέω talk, babble
δοκεῖ it seems	λαμβάνω take

λανθάνω do without being noticed  
 λέγω say, speak  
 λείπω leave  
 λύω loosen, destroy  
 μανθάνω learn  
 μέλλω intend, going to  
 μένω stay  
 μισέω hate  
 νικάω conquer, win  
 νομίζω consider  
 οἶδα know (perfect only)  
 ὀράω see  
 ὀφείλω owe  
 παιδεύω educate  
 πάσχω suffer, experience  
 παύω stop  
 πείθω persuade  
 πέμπω send  
 πίπτω fall  
 πιστεύω trust  
 ποιέω make  
 πράττω do  
 σκοπέω look at  
 στέλλω send  
 τέμνω cut  
 τίθημι put  
 τίκτω give birth  
 τιμάω honor  
 τρέπω turn  
 τρέφω nourish  
 τρέχω run  
 τυγχάνω happen (+ *part.*) hit, meet, have (+ *gen.*)  
 φαίνω show, appear  
 φέρω carry  
 φεύγω flee, run away  
 φημί say  
 φιλέω love  
 φρονέω think  
 φυλάττω guard  
 φύω produce  
 χρή it is fated, necessary  
 χωρέω move  
 ψεύδω lie, cheat  
 ὠφελέω help

NOUNS

νίκη type 17  
 ἀγάπη –ης, ἡ love, charity  
 ἀνάγκη –ης, ἡ necessity  
 ἀρετή –ῆς, ἡ excellence  
 ἄτη –ης, ἡ blindness, destruction  
 γνώμη –ης, ἡ thought, intelligence, opinion  
 δίκη –ης, ἡ justice, lawsuit

εἰρήνη –ης, ἡ peace  
 ἐπιστολή –ῆς, ἡ message, letter  
 ἡδονή –ῆς, ἡ pleasure  
 μάχη –ης, ἡ battle  
 μηχανή –ῆς, ἡ device  
 νίκη –ης, ἡ victory  
 τέχνη –ης, ἡ art, skill  
 τιμή –ῆς, ἡ value  
 τύχη –ης, ἡ luck  
 φωνή –ῆς, ἡ sound, voice  
 ψυχή –ῆς, ἡ breath, soul

χώρα type 7

ἀγορά, –ᾶς, ἡ market place  
 αἰτία –ας, ἡ cause  
 βία –ας, ἡ force  
 ἐκκλησία –ας, ἡ assembly  
 ἡμέρα –ας, ἡ day  
 θεά –ᾶς, ἡ goddess  
 χώρα –ας, ἡ country  
 ὥρα –ας, ἡ season

γλῶττα type 3

γλῶττα –ης, ἡ tongue, language  
 δόξα –ης, ἡ glory, opinion  
 θάλαττα –ης, ἡ sea

μοῖρα type 2

γαῖα –ας, ἡ earth  
 μοῖρα –ας, ἡ fate

πολίτης type 4

δεσπότης –ου, ὁ master  
 ποιητής –ου, ὁ creator, poet  
 πολίτης –ου, ὁ citizen  
 στρατιώτης –ου, ὁ soldier

ἵππος type 32+2

ἄγγελος –ου, ὁ messenger, angel  
 ἄνθρωπος –ου, ὁ/ἡ human being  
 βίος –ου, ὁ life  
 δῆμος –ου, ὁ people  
 δοῦλος –ου, ὁ slave  
 ἐταῖρος –ου, ὁ companion  
 ἥλιος –ου, ὁ sun  
 θάνατος –ου, ὁ death  
 θεός –ου, ὁ god  
 θυμός –ου, ὁ soul, spirit  
 ἰατρός –ου, ὁ doctor  
 ἵππος –ου, ὁ horse  
 κόσμος –ου, ὁ order  
 κύκλος –ου, ὁ circle  
 κύριος –ου, ὁ lord, master  
 λόγος –ου, ὁ word

μῦθος –ου, ὁ story  
 νόμος –ου, ὁ custom, law  
 ξένος –ου, ὁ foreigner, stranger  
 οἶκος –ου, ὁ house  
 οὐρανός –οῦ, ὁ sky, heaven  
 πόλεμος –ου, ὁ war  
 ποταμός –οῦ, ὁ river  
 ρυθμός –οῦ, ὁ rhythm  
 στρατηγός –οῦ, ὁ general  
 τόπος –ου, ὁ place, topic  
 τύραννος –ου, ὁ ruler, tyrant  
 υἱός –οῦ, ὁ son  
 ὕπνος –ου, ὁ sleep  
 φόβος –ου, ὁ fear  
 χρόνος –ου, ὁ time

βίβλος –ου, ἡ book  
 ὁδός –οῦ, ἡ road  
 παρθένος –ου, ἡ girl

δῶρον type 7

δεῖπνον –ου, τό feast  
 δένδρον –ου, τό tree  
 δῶρον –ου, τό gift  
 ἔργον –ου, τό work  
 ἱερόν –οῦ, τό temple  
 πρόσωπον –ου, τό face  
 τέκνον –ου, τό child

ἐλπίς type 2

ἐλπίς –ίδος, ἡ hope  
 ἔρωσ –ωτος, ὁ love

σῶμα type 5

γράμμα –ατος, τό letter  
 εἰκός, εἰκότος, τό proper, probable  
 πρᾶγμα –ατος, τό thing  
 σῶμα –ατος, τό body  
 χρῆμα –ατος, τό thing, (pl.) money

γένος type 7

γένος –ους, τό race, family  
 ἔθνος –ους, τό nation  
 ἔθος, –ους, τό custom, character  
 εἶδος –ους, τό form  
 ἔτος –ους, τό year  
 κλέος –ους, τό glory  
 τέλος –ους, τό end

πόλις type 4

πίστις, –εως, ἡ trust  
 πόλις, –εως, ἡ a city  
 ὕβρις –εως, ἡ offense, disrespect, arrogance  
 φύσις –εως, ἡ nature

other types 4

ἄρχων –οντος, ὁ ruler, archon  
 βασιλεύς, βασιλέως, ὁ king  
 δαίμων –ονος, ὁ spirit, god, demon  
 κῆρυξ –υκος, ὁ messenger

irregular 4

ἄνθρωπος, ἄνδρός, ὁ man  
 γυνή, γυναικός, ἡ woman  
 μήτηρ, μητρός, ἡ mother  
 πατήρ, πατρός, ὁ father

ἀγαθός type 16

ἀγαθός –ή –όν good  
 ἄλλος –η –ον other  
 ἄριστος –η –ον best  
 δεινός –ή –όν awesome  
 δῆλος –η –ον clear  
 ἕκαστος –η –ον each  
 ἐμός –ή –όν my, mine  
 κακός –ή –όν bad  
 καλός –ή –όν beautiful  
 μόνος –η –ον alone, single  
 πρῶτος –η –ον first  
 σός –ή –όν your, yours  
 σοφός –ή –όν wise  
 φίλος –η –ον beloved, dear  
 χαλεπός –ή –όν difficult  
 χρηστός –ή –όν useful

ἄξιος type 15

ἄξιος –α –ον worthy  
 βάρβαρος –ον foreign, barbarous  
 δεῦτερος –α –ον second  
 ἑκάτερος –α –ον each of two  
 ἐλεύθερος –α –ον free  
 ἕτερος –α –ον other  
 ἐχθρός –ά –όν hated  
 ἡμέτερος –α –ον our  
 μακρός –ά –όν long  
 μικρός –ά –όν small  
 μυρίος –α –ον countless  
 ποῖος –α –ον what sort of?  
 πονηρός –α –ον evil, painful  
 πότερος –α –ον which of the two?  
 ῥάδιος –α –ον easy

εὐδαίμων type 7

ἀμείνων –ον better  
 βελτίων –ον better  
 ἐλάσσων –ον smaller, less  
 εὐδαίμων –ον happy, lucky, blessed  
 ἥσσων –ον less, weaker

κρείσσων -ον stronger  
πλείων, πλέον/πλείον more

ἀληθής type 3  
ἀληθής -ές true  
σαφής -ές clear  
ψευδής -ές false

ἥδύς type 6  
βαρύς -εῖα -ύ heavy  
βραχύς -εῖα -ύ short

εὐθύς -εῖα -ύ straight  
ἡδύς -εῖα, -ύ sweet  
ὀξύς -εῖα -ύ sharp  
ταχύς -εῖα -ύ quick

irregular 3  
μέγας μεγάλη μέγα big  
πᾶς πᾶσα πᾶν all  
πολύς πολλή πολύ many