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.

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

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 τά as the article agreeing with γένη. The majority (86.6%) chose η, not recognizing that γένη is the neuter plural of το γένος. Similarly in Q24 only 39.7% recognized το as the correct article for ἄνδρός. 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 σοφῶτερος ἤ _________. 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 ἤ.

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 ημίν 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 ὃς 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 η αὐτή 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 η 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 ἔρχω. 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 ἤνεγκον 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 ἔρχῃ 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 ὄν. 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 φασίν 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 φασίν
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 ἀρίστον; 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 ἔγω (Q15); for Q14 in the 2010 exam students were asked about the inverse process of identifying the case of Ἰμή. 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 ἤκουση; 25.4% picked ἄκοισα (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 ἄκοισα 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 ἤμελπημένοι. For Q18 on the 2010 exam, students were asked to find an example of a recessive accent; 72.8% correctly answered ἔλιπος.

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 -ω 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 φαίνεται: 44.8%; Q17 ἔρχῃ: 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.

WORKS CITED


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%)  
   b. αἱ (0.8%)  
   c. τό (4.2%)  
   d. τά (8.4%)

2. The tense and mood of ἄκουσον are
   a. present imperative (6.7%)  
   b. aorist indicative (20.5%)  
   c. aorist imperative (42.7%)  
   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%)  
   b. the citizen’s gift is best (79.1%)  
   c. the gift is better than the citizen (4.2%)  
   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%)  
   b. polite (1.3%)  
   c. politics (97.5%)  
   d. polychrome (1.3%)

5. The adjective that agrees with the noun τῶν γλωττῶν is
   a. εὐδαίμων (7.1%)  
   b. εὐδαίμονος (1.7%)  
   c. κακῶν (86.2%)  
   d. κακῶς (5.0%)

6. The best translation into Greek of the words the same hope is
   a. ἡ ταύτης ἐλπίς (9.2%)  
   b. τίς ἡ ἐλπίς (1.7%)  
   c. ή αὐτή ἐλπίς (77.4%)  
   d. αὕτη ἡ ἐλπίς (11.7%)

7. The best translation of the words κατὰ νόμον is
   a. according to law (72.4%)  
   b. after the law (4.6%)  
   c. down from the law (15.1%)  
   d. with the law (7.5%)

8. The most important woman poet from ancient Greece is
   a. Ἀθῆναι (13.8%)  
   b. Σαπφώ (73.2%)  
   c. Ἄρτεμις (7.5%)  
   d. Σοφοκλῆς (5.4%)
9. What is the tense of γράψετε?
   a. perfect (1.7%)  
   b. aorist (5.0%)  
   c. future (84.5%)  
   d. present (8.8%)

10. The best translation for φαίνεται is
    a. he shows (39.3%)  
    b. we appear (2.5%)  
    c. it seems (44.8%)  
    d. they show (12.6%)

11. ἤνεγκον is a form of which verb?
    a. νομίζω (9.2%)  
    b. ἄγγέλλω (19.2%)  
    c. νικάω (15.1%)  
    d. φέρω (56.5%)

12. Fill in the blank: ὁ Σωκράτης ἐστὶ σοφῶτερος ἢ ____________.
    a. ὁ Ευριπίδης (41.0%)  
    b. τῶν ἄλλων ἄνδρων (21.3%)  
    c. τοῦ Ευριπίδου (16.7%)  
    d. τοῖς ἄλλοις ἀνδράσι (20.9%)

13. The best translation for ἄληθέστατα is
    a. truer (13.0%)  
    b. truly (1.3%)  
    c. true (3.8%)  
    d. most truly (82.0%)

14. The case of ἡμῖν is
    a. nominative (11.3%)  
    b. genitive (4.6%)  
    c. dative (60.7%)  
    d. accusative (23.4%)

15. The best translation for τυγχάνω ὤν is
    a. I hit them (5.4%)  
    b. I am meeting them (18.0%)  
    c. I happen to be (61.9%)  
    d. therefore I happen (14.2%)

16. τοῦτο is a form of which word?
    a. ταχύς (1.3%)  
    b. τόπος (0.8%)  
    c. οὗτος (96.7%)  
    d. οὐδείς (1.3%)

17. The best translation for ἔρχῃ is
    a. you come (39.3%)  
    b. may he come (28.9%)  
    c. may he rule (16.7%)  
    d. you ruled (15.1%)

18. Which of the following is an example of the recessive accent?
    a. λιπεῖν (7.1%)  
    b. λιπόντος (10.9%)  
    c. χρηστός (8.8%)  
    d. ἔλιπον (72.8%)

19. The dative plural of βασιλεύς is
    a. βασιλέα (4.6%)  
    b. βασιλεῦ (10.0%)  
    c. βασιλεῦσι (77.4%)  
    d. βασιλέως (7.5%)
20. The name of the epic poet Homer is written in Greek as
   a. Ἡόμηερος (1.3%)    c. Ὅμηρος (84.1%)
   b. Ὅμηρος (11.3%)   d. Ἡόμηερος (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 πρᾶγμα 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. τούς (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 2nd 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.

ὅτε φωναὶ τοῖς ζῴοις ᾔσαν, ἡ δὲ πρὸς τὸν δεσπότην εἶπεν «Δεινὸν ποιεῖς, ὃς ἡμῖν μὲν ταῖς καὶ ἄρνας καὶ τυρόν παρέχοσας οὐδὲν δίδως, τῷ δὲ κυνί, ὃς οὐδὲν ἀγαθόν σοι παρέχει, μεγάλην δόξαν δίδως.» τὸν κύνα οὖν ἀκούσαντα φασίν εἰπεῖν «ναὶ μὰ Δί', ἐγὼ γάρ εἰμι ὁ καὶ ὑμᾶς σώζων, καὶ δι' ἐμὲ οὐθ' οἱ ἄνθρωποι ὑμᾶς κλέπτουσιν οὐθ' ἁρπάζουσιν οἱ λύκοι. εἰ δ' ἐγὼ οὐ φυλάττω ύμᾶς, οὐ νέμεσθαι δύνασθε, φοβοῦμεν ο openid.»

οἱ ἄρνες lambs, sheep
ζώον -οῦ τό animal
κύων, κυνός ὁ dog
λύκος -οῦ ὁ wolf
ναὶ μὰ Δία yes, by Zeus (used in invocations)
νέμομαι go to pasture, graze
ὅτε when
doī, δίος ἡ ewe (female sheep)
pαρέχοω provide
tυρός -οῦ ὁ cheese
φοβοῦμαι fear

31. The mood of εἶπεν (line 1) is
   a. infinitive (6.7%)          c. participle (6.7%)
   b. indicative (84.5%)        d. imperative (1.7%)

32. ὃς (line 2) refers to
   a. δεσπότην (line 2) (29.3%)  c. τυρόν (line 2) (5.9%)
   b. Δεινόν (line 1) (60.3%)   d. τῷ κυνί (line 3) (3.8%)

33. The case and number of παρέχοσας (line 2) are
   a. nominative singular (0.4%)  c. dative plural (87.4%)
   b. dative singular (2.1%)      d. accusative plural (9.6%)

34. The person and number of δίδως (line 3) are
   a. first person plural (10.5%)  c. second person plural (11.7%)
   b. second person singular (68.2%) 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 ὃς (line 3) (4.6%)
36. The best translation for ἀκούσαντα (line 4) is
   a. “when he had heard” (82.4%)       c. “listen!” (2.9%)
   b. “the things he had heard” (8.8%)   d. “when he will listen” (5.4%)

37. In line 4, the best translation of the words τὸν κύνα.... εἰπεῖν 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%)       c. the ewes (76.2%)
   b. the master (9.2%)     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 μ–verbs.

One question will ask students to recognize the correct form of a verb accented recessively.

b. NOUNS:

1st Declension (νίκη, χώρα, μοῖρα, γλῶττα, πολίτης types)
2nd Declension (ἵππος, δῶρον types)
3rd Declension (ἐλπίς, 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 -ή -ό; ἐγώ; ἐκεῖνος -η -ο; ὁς, ἥ, ὅ; σύ; σύς; τις, τι; τίς, τί

e. CONJUNCTIONS: ἀλλά, γάρ, δέ, ἐάν/εἰ, ἤ, καί, μέν, ὅτι, οὖν, οὔτε, τε, ὡς

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, ἐτι, μή, νῦν, σύ, σύς, σύς, σύς

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/ὁς.

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: “Ἰνα...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 Οἰδίπους 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
ἀγω lead, bring
αἰρέω take (mid: choose)
αἰτέω ask
ἀκούω hear
ἁμαρτάνω make a mistake, miss the target
ἀποθνῄσκω die
ἁρπάζω snatch
ἄρχω rule
βαίνω walk
βάλλω throw
βλάπτω hurt
βλέπω see
βουλεύω deliberate
βούλομαι want, wish
γαμέω marry
γελάω laugh
γίγνομαι become, be
γιγνώσκω come to know, learn
γράφω write
δεῖ it is necessary
δείκνυμι show
δέχομαι welcome
διδάσκω teach
δίδωμι give
διώκω pursue
δοκεῖ it seems
λανθάνω do without being noticed
λέγω say, speak
λέω leave
λύω loosen, destroy
μανθάνω learn
μέλλω intend, going to
μένω stay
μισέω hate
νικάω conquer, win
νομίζω consider
οἶδα know (perfect only)
ὁράω 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
ψηφέλω help
eἰρήνη -ἡς, ἡ peace
ἐπιστολή -ἡς, ἡ message, letter
ἡδονή -ἡς, ἡ pleasure
μάχη -ἡς, ἡ battle
μηχανή -ἡς, ἡ device
νίκη -ἡς, ἡ victory
tέχνη -ἡς, ἡ art, skill
tιμή -ἡς, ἡ value
tύχη -ἡς, ἡ luck
φωνή -ἡς, ἡ sound, voice
ψυχή -ἡς, ἡ breath, soul

χώρα type 7
ἄγορα, -άς, ἡ market place
αἰτία -ας, ἡ cause
βία -ας, ἡ force
ἐκκλησία -ας, ἡ assembly
ἡμέρα -ας, ἡ day
θεά -άς, ἡ goddess
χώρα -ας, ἡ country
όρα -ας, ἡ season

γλώττα type 3
γλώττα -ης, ἡ tongue, language
δόξα -ης, ἡ glory, opinion
θάλαττα -ης, ἡ sea

μοῖρα type 2
gαῖα -ας, ἡ earth
μοῖρα -ας, ἡ fate

πολίτης type 4
δοῦλος -ου, ὁ slave
δραπέτης -ου, ὁ creator, poet
πατρίς -ου, ὁ citizen
πολίτης -ου, ὁ master

ἵππος type 32+2
ἄγγελος -ου, ὁ messenger, angel
ἄνθρωπος -ου, ὁ human being
βίος -ου, ὁ life
νόος -ου, ὁ slave
νεαρός -ου, ὁ companion
ήλιος -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

NOUNS

vίκιν type 17
ἄγαπη -ης, ἡ love, charity
ἀνάγκη -ης, ἡ necessity
ἀρετή -ης, ἡ excellence
ἄτη -ης, ἡ blindness, destruction
γνώμη -ης, ἡ thought, intelligence, opinion
dίκη -ης, ἡ justice, lawsuit
μῦθος –ου, ὁ story
νόμος –ου, ὁ custom, law
ξένος –ου, ὁ foreigner, stranger
όρος –ου, ὁ house
οὐρανός –οῦ, ὁ sky, heaven
πόλεμος –ου, ὁ war
ποταμός –ου, ὁ river
ρυθμός –οῦ, ὁ rhythm
στρατηγός –οῦ, ὁ general
tόπος –ου, ὁ place, topic
tύραννος –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
dῶρον –ου, τό gift
dεῖπνον –ου, τό feast
dένδρον –ου, τό tree
edῶρον –ου, τό gift
ἔργον –ου, τό work
ἱερόν –οῦ, τό temple
πρόσωπον –ου, τό face
τέκνον –ου, τό child
ἐλπίς –ίδος, ἡ hope
ἐρως -ωτος, ὁ love
σῶμα –ατος, τό body
εἰκός, εἰκότος, τό proper, probable
πρᾶγμα –ατος, τό thing
σῶμα –ατος, τό body
χρῆμα –ατος, τό thing, (pl.) money
γένος –ους, τό race, family
δήμος –ους, τό nation
δῆμος –ους, τό custom, character
eἰδὸς -ους, τό form
ἐτος -ους, τό year
κλέος –ους, τό glory
tέλος –ους, τό end
πόλις –ους, τό city
πόλις, -εως, ἡ a city
ὕβρις –εως, ἡ offense, disrespect, arrogance
φύσις –εως, ἡ nature
other types 4
ἀρχον –οντος, ὁ ruler, archon
βασιλεύς, βασιλέως, ὁ king
dαίμον –ους, ὁ spirit, god, demon
κήρυξ –ους, ὁ messenger
irregular 4
ἄντα, ἄνδρος, ὁ man
γυνη, γυναικός, ἡ woman
μήτηρ, μητρός, ἡ mother
πατήρ, πατρός, ὁ father
ἀγαθός type 16
ἀγαθός -ή -όν good
άλλος –οντος, ὁ other
ἄριστος –η –όν best
dευτερος –η –όν second
dεύτερος –ον second
δῆλος -η -όν clear
ἀμείνων -ον better
εὐδαίμων type 7
ἀξιος type 15
ἀξιος –α –όν worthy
βράβευος –ov foreign, barbarous
dεύτερος –α –όν second
ἐλέυθερος –α –όν free
ἐκάτερος –α –όν each
ἐλεύθερος –α –όν free
ἐρως -ωτος, ὁ love
ἐλάσσων –ον smaller, less
ἐποίης –α –όν what sort of?
ἐπαθής –α –όν evil, painful
ἐπάθης –α –όν each of two
ἐπάθης –α –όν each of two
μακρός -ά -όν long
μικρός -ά -όν small
μυρίος –α –όν countless
ποίας –α –όν which of the two?
μύθος –ου, ὁ story
νόμος –ου, ὁ custom, law
ξένος –ου, ὁ foreigner, stranger
όρος –ου, ὁ house
οὐρανός –οῦ, ὁ sky, heaven
πόλεμος –ου, ὁ war
ποταμός –ου, ὁ river
ρυθμός –οῦ, ὁ rhythm
στρατηγός –οῦ, ὁ general
tόπος –ου, ὁ place, topic
tύραννος –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
dῶρον –ου, τό gift
dεῖπνον –ου, τό feast
dένδρον –ου, τό tree
edῶρον –ου, τό gift
ἔργον –ου, τό work
ἱερόν –οῦ, τό temple
πρόσωπον –ου, τό face
tέλος –ους, τό end
πόλις –ους, τό city
πόλις, -εως, ἡ a city
ὕβρις –εως, ἡ offense, disrespect, arrogance
φύσις –εως, ἡ nature
κρείσσων -ον stronger
πλέον, πλέον/πλεῖον more

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

ἡδύς type 6
βαρύς –εῖα –ύ heavy
βραχύς –εῖα –ύ short

εὐθύς –εῖα –ύ straight
ἡδύς -εῖα, -ύ sweet
ὀξύς –εῖα -ύ sharp
tαχύς –εῖα -ύ quick

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