Objective: These activities will help students memorize the declension of nouns and the conjugation of verbs.

Ordering Activity

Variation 1

Have students make a set of six or eight cards by writing words in marker on index cards. For nouns, the cards will represent the singular and plural of the four main cases (nominative, genitive, dative, and accusative) of one of the different types of nouns. For verbs, students will write out the singular and plural forms for first, second, and third person, with each card containing one person and number combination. For the verbs, the cards must represent the same word in the same tense mood and voice. Thus, for both sets of cards then, only two aspects of the verb or noun will be different from card to card. After students have made their cards, they will be instructed to shuffle the cards and put them in the correct order by case and number or by person and number.

Variation 2

In this scenario, students know at least two different tenses, moods, or voices. Thus, they make (or have available from a previous activity) two complete sets of cards, one for one combination of tense mood, and voice, and one for another. For instance, the students may be instructed to make cards for the present active optative and present active indicative. Students will then be asked to take all six of one type of the card, the present active optative for example, three of the other, and shuffle them together. They will then be asked to order the cards into a present optative active paradigm, setting aside the cards that do not belong.

Partner work

Variation 3

Each student will be given half of a verb paradigm with three of the words missing. They will then be asked to find the person who holds the other half of their paradigm (that is, a paradigm with the words that they have blank filled in, and vice-versa). The student will then copy the other words from their partners’ paradigm. This is a good way to introduce a new tense, mood, and voice combination to the class.

Variation 4

Depending on the extent of the students’ knowledge of Greek, multiple verb tenses, numbers, and voices could be used to make the activity more challenging. In that case, a student would have to find who had the same tense mood and voice as them as well as who had the opposite paradigm. This could be used to review various tense, mood, and voice combinations instead of introduce them.