CHAPTER 7 | About the Verb: Adverbials

Verbs in use do not usually appear by themselves to form sentences. They come together with other units, like in the following examples:

(1a) Έρχεται την Τρίτη.
    “She/He is coming on Tuesday.”

(1b) Έρχεται στις εφτά.
    “She/He is coming at seven o’clock.”

(1c) Έρχεται αύριο.
    “She/He is coming tomorrow.”

(1d) Έρχεται όταν φεύγω.
    “She/He comes when I leave.”

These units (called adverbials in grammar terminology) have a lot in common: Each one of them depends on a verb, the latter being either explicit or implicit. Each one of them provides extra information about the action described by this verb (time, in our example). In this respect the relationship between an adverbial and its “head” verb is not radically different from the one between an adjective and its “head” noun (see Chapter 5 on page 66).

Two points now about adverbials in general:
• Adverbials modify the meaning of the verb, organizing it along semantic categories such as the following:

(2a) Έρχεται αύριο. (TIME)
    “She/He is coming tomorrow.”

(2b) Έρχεται κάθε μέρα. (FREQUENCY)
    “She/He comes every day.”

(2c) Έρχεται σπίτι. (PLACE-DESTINATION)
    “She/He is coming home.”

(2d) Έρχεται από το σχολείο. (PLACE-ORIGIN)
    “She/He is coming from school.”
Each one of these semantic categories unites adverbials from different formal categories. For example, time in Modern Greek may be expressed by the single accusative (1a), a prepositional phrase (1b), an adverb (1c) or an adverbial clause (1d).

In the following units I will present the major formal categories of adverbials in Modern Greek. Assuming that you are well aware of semantic categories either from your mother tongue or from English, I will focus on the peculiarities of the Modern Greek adverbial system.

### 7.1 Prepositions

Let’s start with an elementary scenario: Someone has asked me if I use my car to go to work, and I want to say that I use my feet instead. What I would say in English, French and Modern Greek would go like this:

(3a) I go **on** foot.  (MEANS-ENGLISH)
(3b) Je vais **à pied**.  (MEANS-FRENCH)
(3c) Πάω **με** τα πόδια. (MEANS-MODERN GREEK)

As you see, the same semantic category (MEANS) may be expressed by a different preposition across three different languages. This is a fact that makes prepositions one of the hardest aspects of language learning. Having these in mind, let’s turn to the wild world of prepositions in Modern Greek and try to put the chaos in some sort of order.

#### 7.1.1 Simple Prepositions

Simple prepositions are ordinary prepositions like the ones you have already encountered in Chapters 2 on page 25, 3 on page 35, and 6 on page 84:

(4a) Ο Γιάννης μένει **με** τον Πέτρο.
    “John lives **with** Peter.”

(4b) Αυτό το δώρο είναι **για** (ε)σένα.
    “This present is **for** you.”
For levels A1-A2 you need to handle four basic prepositions, namely σε, από, με, and για. These prepositions are used in a great variety of contexts, representing multiple semantic categories:

(5a) Μένω με τον Πέτρο.  (INVOLVEMENT)
    “I live with Peter.”

(5b) Πάω με το λεωφορείο. (MEANS)
    “I go by bus.”

(5c) Πλένω τα πιάτα με προσοχή.  (MANNER)
    “I wash the dishes with care.”

In the following units I will try to provide a comprehensive account of Modern Greek prepositions, explaining how these semantic categories are interrelated. If you think the analysis is too much for you, you can always skip it and check the examples in order to track similarities and dissimilarities with your mother tongue.

• **The preposition σε**

The preposition σε is perhaps the most important of all four prepositions because of its high incidence and multiple uses. But let me first make sure you can see it in the following example:

(6) Ο Πέτρος είναι στην (σ[ε]+την) Αθήνα.
    “Peter is in Athens”.

The preposition σε merges with the definite article, losing its vowel. The initial σ- here represents what is left of the preposition, as a result of this process.

The preposition σε merges only with the definite article. It does not merge with other words, like the indefinite article:

(I) Πάω σε μια φίλη μου.
    “I am going to a friend of mine.”

Having clarified this issue, let’s now turn to issues of meaning: The preposition σε is strongly related to the semantic category of place, indicating the point where an action is performed (location):

(7) Κολυμπάει στην πισίνα.
    “She/He is swimming in the pool.”
Swimming in the pool starts and ends within the limits of the pool. Like the English *in*, the Modern Greek *σε* indicates that the action is completed at a specific location and does not extend elsewhere. But *σε* does not only equal *in*. Check the following sentences:

(8a) Το βιβλίο είναι στο τραπέζι.
   “The book is on the table.”

(8b) Το πουλί είναι στο κλουβί.
   “The bird is in the cage.”

I believe it is clear that the context radically impacts the actual reading of *σε*: The form of a table (8a) differs considerably from the form of a cage (8b), and this difference easily turns *σε* from *in* to *on*.

For similar reasons *σε* may be equivalent to the preposition *at*. Check the following sentences:

(9a) Είμαστε στην Αθήνα.
   “We are in Athens.”

(9b) Είμαστε στο σχολείο.
   “We are at school.”

Let me now replace the verb *είμαι* with a motion verb like *πάω*:

(10) Πάμε στην Αθήνα.
   “We are going to Athens”.

*Σε* this time is related to destination, not location like in examples 7-9. But the pattern is not really different. The motion described by *πάμε* will necessarily be completed in Athens and cannot extend elsewhere.

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**Buses and Drivers**

The sense of destination (as in 10) is not part of the meaning of *σε*, but rather results from a clear motion verb like *πάω*. To put it simply: *σε* cannot be *to* if there is no such verb to help. Here are two examples:

- The “bus to Athens” is not *Το λεωφορείο στην Αθήνα* but *Το λεωφορείο μα την Αθήνα*.
- What if I want to say “I drive to Athens”? No, it’s not *Οδηγώ στην Αθήνα*. This means that you drive inside Athens. What people say is: *Πάω με το αυτοκίνητο στην Αθήνα.*
A similar pattern can be found outside the semantic category of place, where σε introduces the (indirect) object of the verb:

(11a) Ο Κώστας μιλάει στον Πέτρο.
     “Kostas is talking to Peter”.

(11b) Η Ελένη γράφει ένα μέιλ στην Κατερίνα.
     “Helen is writing an e-mail to Catherine.”

What we have here is another version of destination. Kostas and Helen are engaged in an action (speaking, writing), which is directed to Peter and Catherine respectively.

The preposition σε (along with the definite article) may be omitted in several contexts:

(IIa) Πάει στο σχολείο.
     “She/He is going to the school.”

(IIb) Πάει (-) σχολείο.
     “She/He is going to (-) school.”

The two sentences differ in a way similar to their English equivalents: Motion is prominent in IIa, where πάω behaves like a typical motion verb. Motion is less prominent, if not totally gone, in IIb. Here πάω is part of a periphrasis, whose meaning is not related to motion at all. The latter sentence basically means “She/He is a pupil”.

Unlike its English equivalents, the preposition σε is basically related to place, not time. Time in Modern Greek is expressed by the single accusative (see Unit 3.2.5 on page 42) or another preposition (check 12c):

(12a) Δεν έχουμε σχολείο (-) την Τετάρτη.
     “We do not have school on Wednesday.”

(12b) Δεν έχουμε σχολείο (-) τα Χριστούγεννα.
     “We do not go to school at Christmas.”

(12c) Τα σούπερ μάρκετ είναι ανοιχτά από τις εννιά μίζρι τις πέντε.
     “Super markets stay open from nine to five.”

The only temporal uses of σε relate to clock time (13a) and quantificational time phrases (13b and 13c):
(13a) Το ραντεβού είναι στις πέντε.
“The appointment is at five.”

(13b) Φεύγω σε πέντε λεπτά.
“I am leaving in five minutes.”

(13c) Έρχομαι σε λίγο.
“I am coming in a while.”

• The preposition από
Like σε, the preposition από is related to place. Unlike σε, which indicates the place where an action is completed, από points to another place, where something started, to be completed elsewhere. Technically, από expresses the source, or origin, of an action:

(14a) Έρχομαι από το σχολείο.
“I am coming from school.”

(14b) Είμαι από την Ιταλία.
“I am from Italy.”

Beyond place, the pattern of source applies to causal relations. Here, από again indicates a starting point, the cause, which leads to an effect:

(15a) Κλαίω από χαρά.
“I’m crying for/out of joy.”

(15b) Πέθανε από έμφραγμα.
“She/He died of a heart attack.”

The same pattern can be found in comparison:

(16a) Ο Γιάννης είναι πιο ψηλός από τον Πέτρο.
“John is taller than Peter.”

(16b) Ο Γιάννης είναι ο πιο ψηλός από όλους.
“John is the tallest of all”.

Comparison involves a point of departure. There is Peter (16a), whom I take as a starting point in order to claim that John is taller. The same holds for the superlative, like in 16b.
Compared to σε, the preposition από is easier in terms of time. Here again it is related to the semantic category of source, indicating a point of temporal departure:

(17a) Τα σούπερ μάρκετ είναι ανοιχτά από τις εννιά μέχρι τις πέντε.
    “Super markets stay open from nine to five.”

(17b) Περιμένω από το πρωί.
    “I’ve been waiting since morning.”

- **The preposition με**

The preposition με is not directly related to place. It indicates that an action involves two participants, like in the following sentence:

(18) Ο Γιάννης μένει με τον Πέτρο.
    “John lives with Peter.”

Involvement, as in 18, easily turns into combination like in the following sentences:

(19a) Πίνει καφέ με γάλα.
    “She/He has coffee with milk.”

(19b) Ψάχνουμε έναν άντρα με πράσινα μάτια.
    “We are looking for a man with green eyes.”

Let’s return now to clear involvement (like in 18) and compare the following sentences:

(20a) Ο Γιάννης διαβάζει με τον φίλο του, τον Πέτρο.
    “John is studying with his friend, Peter.”

(20b) Ο Γιάννης διαβάζει με την μαμά του.
    “John is studying with his mother.”

In 20a John is studying, and so is Peter. What about sentence 20b? The mother is not studying, I believe. She is sitting with John to help him study. It seems that in this case one of the participants (the mother) becomes a condition for the performance of the action by the other participant (John). Perhaps John wouldn’t study if the mother were not there, either to assist him or just to make sure he stays away from his computer.

This sense of condition becomes stronger in the following cases:
(21a) Ο Πέτρος κόβει το ψωμί με το μαχαίρι. (INSTRUMENT)

“Peter is slicing the bread with the knife.”

(21b) Ο Γιάννης πάει στο γραφείο με το λεωφορείο. (MEANS)

“Peter goes to the office by bus.”

(21c) Ο Πέτρος πλένει τα πιάτα με προσοχή. (MANNER)

“Peter is washing the dishes with care.”

As the mother is helping her son do his study (20b), so is the knife helping Peter to slice the bread (21a). Equally, the bus offers John easy access to the office (21b). Finally, care becomes a specific condition (or should I say circumstance?) under which Peter is washing the dishes (21c).

• The preposition για

The preposition για is the last (but not least) preposition of this group. Let’s start with the following examples:

(22a) Πάμε στο καφέ.

“We are going to the cafe.”

(22b) Πάμε για καφέ.

“We are going for a coffee.”

The preposition σε indicates destination, a goal to be reached by motion. The preposition για indicates purpose, a goal to be achieved by action. This is the foundation for several basic expressions of everyday life:

(23a) Πάμε για μπάνιο.

“We go (-) swimming.”

(23b) Πάμε για φαγητό.

“We go for lunch/dinner.”

(23c) Θέλω μια ομπρέλα για την παραλία.

“I need an umbrella for the beach.”

The semantic category of purpose has a clearly subjective status. It focuses on the intentions of the speaker, which will be achieved through action. The action then may apply only to satisfy
these intentions:

(24a) Αυτό το μπλουζάκι είναι πολύ στενό για μένα.
     “This t-shirt is too tight for me.”

(24b) Για τον Πέτρο, αυτό το εστιατόριο είναι ακριβό.
     “According to Peter / In Peter’s opinion, this restaurant is expensive.”

The t-shirt in 24a is not too tight for everyone. It is too tight as far as I am concerned. And the statement that the restaurant is expensive (24b) is true only if we adopt Peter’s point of view. In these cases the preposition για introduces a point of reference, which takes a different interpretation in sentences like the following:

(25) Μιλάω για τον Πέτρο.
     “I am talking about Peter.”

Here the point of reference, aided by a speech-related verb, transforms into the topic of conversation.

The purpose of an action may also be seen as an explanation for performing this action: If I go for a coffee, then I go because I need a coffee. In the following sentences για introduces such an explanation, indicating the reason for the action:

(26a) Αυτό το εστιατόριο είναι διάσημο για τα γλυκά του.
     “This restaurant is famous for its desserts.”

(26b) Συγχαρητήρια για το τεστ!
     “Congratulations on the test!”

7.1.2 Complex Prepositions
A complex preposition typically consists of an adverb (usually locative but also temporal) followed by a (simple) preposition:

(27a) Το σπίτι μου είναι κοντά στο σχολείο.
     “My house is near (-) the school.”

(27b) Το σπίτι μου είναι μακριά από το σχολείο.
     “My house is far from school.”

In the above sentences the complex prepositions establish a locative relation among two entities represented by the nouns of the sentence. Σπίτι is positioned in space according to a refer-
ence point, σχολείο, represented by the noun of the prepositional phrase.

The reference point of a locative relation may be explicit or implicit in a sentence:

(IIIa) Το σπίτι μου είναι κοντά στο σχολείο.
    “My house is near the school.”

(IIIb) Το σπίτι μου είναι κοντά (-).
    “My house is nearby.”

In cases of an implicit reference point, all you have to do in Modern Greek is keep the adverb and remove the (simple) preposition.

Here is a table with the basic complex prepositions according to the simple preposition they combine:

<table>
<thead>
<tr>
<th>ΣΕ</th>
<th>ΑΠΟ</th>
</tr>
</thead>
<tbody>
<tr>
<td>μέσα (“in”, “inside”)</td>
<td>έξω (“out”, “outside”)</td>
</tr>
<tr>
<td>κοντά / δίπλα (“near”, “by”, “next to”)</td>
<td>μακριά (“far”, “away”)</td>
</tr>
<tr>
<td>πάνω (“on”)</td>
<td>κάτω (“under”)</td>
</tr>
<tr>
<td>πίσω (“behind”)</td>
<td></td>
</tr>
<tr>
<td>αριστερά (“left”)</td>
<td></td>
</tr>
<tr>
<td>δεξιά (“right”)</td>
<td></td>
</tr>
<tr>
<td>γύρω (“around”)</td>
<td></td>
</tr>
<tr>
<td>μπροστά (“in front”)</td>
<td></td>
</tr>
<tr>
<td>απέναντι (“opposite”)</td>
<td></td>
</tr>
</tbody>
</table>

Table 7.1: Complex Prepositions of Place.

Complex prepositions may include only two simple prepositions: σε or από. The choice of σε or από is not random, but follows a pattern. Σε is used when the locative relation is based on contact. Let’s see how this goes:

(28a) Το πουλί είναι μέσα στο κλουβί.
    “The bird is inside the cage.”

(28b) Το βιβλίο είναι πάνω στο τραπέζι.
    “The book is on the table.”

(28c) Το σπίτι είναι κοντά στο σχολείο.
    “The house is near the school.”
The bird of 28a is included in the cage (absolute contact). The book of 28b is in necessary contact with the table by the law of gravity. The position of the house in 28c offers easy access to the school (potential contact). Finally, in order to claim that the child is in front of the tree (28d), I must be in eye contact with the child.

The preposition *από* in turn is used when the locative relation is based not on contact, but on absence of contact, realized as distance:

(28d) Το παιδί είναι μπροστά στο δέντρο.
     “The child is in front of the tree.”

Now the bird of 29a is excluded from the cage. The book of 29b may be lying on the floor, far away from the table. The house of 29c does not offer easy access to the school. And in order to claim that the child is behind the tree (29d), the tree must hide the child from my perspective.

Let’s now focus on sentence 29c. What if the book is not *on* the table (contact) but *over/above* the table (absence of contact)? All you have to do is keep the locative adverb and change the simple preposition:

(30a) Το βιβλίο είναι πάνω στο τραπέζι.
     “The book is on the table.”

(30b) Το βιβλίο είναι πάνω από το τραπέζι.
     “The book is over/above the table.”

I believe it is evident that the choice of *σε* or *από* is not accidental. Each one of them is selected according to a pattern, which goes back to their core meaning as introduced in Unit 7.1.1 on page 96.

This fact explains why orientation adverbs utilize *από* and not *σε*. Orientation is a relative
notion. In order to claim that something is on the right or on the left, you must adopt a perspective. You need a starting point, and starting points are the specialty of από.

This fact also explains why some complex prepositions permit σε or από, without any considerable change in meaning. Let’s take two persons sitting απέναντι. One of the possible scenarios is this: These persons are sitting on two sides of a table facing each other. This position involves contact (as in eye contact) and distance (the table stands between them) at the same time. This is the reason why both prepositions are permitted. The same holds for μπροστά. A child in front of the tree (like in 28d) may be seen the other way, like something separating the viewer from the tree (distance).

Let’s turn now to temporal complex prepositions. Here we have only two: πριν (“before”/“ago”) and μετά (“after”/“afterwards”). “Before” and “after” position events in time. They are relative notions, which need a point of reference. It is not surprising then that both combine with the preposition από:

(31a) Έρχεται πριν (από) το φαγητό.
  “She/He comes **before** lunch.”

(31b) Έρχεται μετά (από) το φαγητό.
  “She/He comes **after** lunch.”

Compared to complex prepositions of place, complex prepositions of time have some peculiarities. First, they can appear without a simple preposition (check the parentheses in 31a and 31b). Secondly, they can be placed before or after the noun. And when they come after it, the simple preposition is gone:

(32a-b) Ηρθε πριν (από) τρεις μέρες. / Ηρθε τρεις μέρες πριν.
  “She/He came three days **ago**.”

Note that 32a and 32b refer to an implicit starting point in time, indicating the amount of time that separates the action from this point.

Πριν and μετά may also be used like simple adverbs:

(33a) Ηρθε πριν.
  “She/He came **earlier** / **before**.”

(33b) Θα έρθει μετά.
  “She/He will come **later** / **afterwards**.”
7.2 Adverbs

After our visit to the wilderness of prepositions, adverbs must seem like kindergarten stuff. Modern Greek adverbs (and this is true for other languages as well) hold no surprises for the absolute beginner. Unlike prepositions, adverbs have a very concrete meaning which controls their use. And, again unlike prepositions, adverbs are related only to certain semantic categories. Each category is represented by an interrogative and/or an indefinite version (see Tables 6.5 on page 88 and 6.6 on page 90), as well as other adverbs, whose meaning has already been introduced:

<table>
<thead>
<tr>
<th></th>
<th>INTERROGATIVE</th>
<th>INDEFINITE</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLACE</td>
<td>πόù</td>
<td>κάπου</td>
<td>μακριά, κοντά...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ποθενά</td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>πότε</td>
<td>κάποτε</td>
<td>σήμερα, τώρα...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ποτέ</td>
<td></td>
</tr>
<tr>
<td>FREQUENCY</td>
<td>κάθε πότε</td>
<td>ποτέ</td>
<td>συχνά...</td>
</tr>
<tr>
<td>QUANTITY</td>
<td>πόσο</td>
<td>καθόλου</td>
<td>λίγο, πολύ...</td>
</tr>
<tr>
<td>MANNER</td>
<td>πώς</td>
<td>κάπος</td>
<td>καλά...</td>
</tr>
</tbody>
</table>

Table 7.2: Basic Modern Greek Adverbs.

Adverbs are so easy to handle that analysis is really not necessary. What you must keep in mind are the following points:

- Modern Greek adverbs can occupy different positions within the sentence. Therefore an English sentence like “She/He often watches TV” may have several versions in Modern Greek (check Unit 4.2 on page 61):

(34a) Βλέπει τηλεόραση συχνά.
(34b) Βλέπει συχνά τηλεόραση.
(34c) Συχνά βλέπει τηλεόραση.

In this respect adverbials in Modern Greek represent just another instance of free word order and focus-related phenomena (see Unit 1.7.3 on page 17).

Keep in mind, though, that interrogative adverbs usually come first in the sentence:

(35a) Πού είναι ο Πέτρος;
     “Where is Peter?”

(35b) Πότε φτάνει το τρένο;
     “When does the train arrive?”
Adverbs of manner are directly related to their source adjectives, and this is a great help for you:

(36) εύκολος → εύκολα
“easy” → “easily”

Remember the plural of the neuter (Table 5.8 on page 76)? This is your adverb. Take it and use it appropriately.

Table 7.2 is not exhaustive in several respects. Some adverbs express possibility or probability like in the following examples:

(37a) Ίσως διαβάζει.
“Maybe she/he is studying.”

(37b) Μάλλον διαβάζει.
“She/He is probably studying.”

There are also adverbs that express certainty:

(38a-b) Βεβαίως διαβάζει. / Φυσικά διαβάζει.
“Of course she/he is studying.”

The Modern Greek adverbs ακριβά and ακριβώς look very much alike, but their meaning is different. Ακριβά originates from the adjective ακριβός (“expensive”), and ακριβώς originates from the adjective ακριβής (“exact”, “accurate”, “punctual”). Don’t look for this adjective in your book, because its inflectional model is usually part of levels C1-C2.

7.3 Adverbial Clauses
Adverbial clauses depend on the main clause expressing semantic categories like the ones we examined in the previous units. For levels A1-A2 you must handle the basics of three categories.

- Let’s start with temporal clauses. The most elementary ones are those introduced with όταν (“when”). Όταν introduces an action that happens before or at the same time with the action described by the main clause.

(39a) Όταν γυρίζει σπίτι, βλέπει τηλεόραση.
“When she/he comes home, she/he watches TV.”
(39b) Όταν τρώει βλέπει τηλεόραση.
> *When* she/he eats, she/he watches TV.

- Clauses of cause/reason are introduced with γιατί or επειδή:

(40) Πάμε για μπάνιο γιατί/επειδή κάνει ζέστη.
> “We’re going swimming *because* it is hot.”

In sentences like 40 the two words are equivalent. There are though some differences between them (see Chapter 11 on page 151).

\[Γιατί\] is not only *because*. It is also *why* in questions, direct or indirect:

(IVa) Γιατί δεν κοιμάσαι;
> “*Why* aren’t you sleeping?”

(IVb) Προτάσει γιατί δεν κοιμάμαι.
> “She/He is asking *why* I am not sleeping.”

- Conditional clauses are introduced with αν (“if”).

(41) Αν πεινάω, τρώω μια μπανάνα.
> “*If* I am hungry, I have a banana.”

The above example illustrates zero conditionals in Modern Greek, describing an action that repeats itself whenever the condition introduced by αν is present.

The landscape of conditionals is far more complex. Considering that at the moment you do not have the necessary grammatical means to explore it, conditionals that are related to futurity will be examined in Chapter 9 on page 136.
**Buying χύμα**

Suppose you go to the supermarket to buy some φέτα cheese. You have two options. One is to go to the fridge and get packaged φέτα. The other option is to go to the section of cheese, and ask the employee to give you some φέτα. The employee will cut some φέτα from the barrel, wrap it and give it to you. This is an instance of buying χύμα.

Buying χύμα is the traditional method of buying goods, and reflects the world of small grocery shops, long before super markets became part of our life, back in the late 70’s. But even now people buy χύμα, basically cheese, salami or sausages, wine, coffee, beans or rice. Buying χύμα is usually cheaper. Buying χύμα may also be more interesting. A brand package of φέτα tastes more or less the same, while φέτα χύμα is less predictable, for better or for worse.

Buying χύμα has another story to tell. Originally a noun, the word χύμα survived up to now changing its grammatical status. But what is the actual grammatical status of χύμα? Is it an adverb (αγοράζω χύμα) or an adjective (θέλω φέτα χύμα)? Or perhaps both? Ask yourselves and then check your dictionary to find out.

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**SUMMARY**

Adverbials are units that depend on a “head” verb providing extra information about it. Chapter 7 introduces Modern Greek adverbials examining prepositions, adverbs and adverbial clauses. Considering that prepositions are one of the most problematic fields in language learning the greatest part of the chapter is dedicated to their use.

**KEY WORDS**

adverbials, “head” verb, semantic categories, prepositions (simple / complex), adverbs, adverbial clauses

**EXERCISES**

1. Πού είναι η γάτα; Match the pictures with the following sentences.

   1. Η γάτα είναι πάνω στο σπίτι.

      ![Picture of a house](a)
2. Η γάτα είναι κάτω από το σπίτι.

3. Η γάτα είναι μέσα στο σπίτι.

4. Η γάτα είναι πίσω από το σπίτι.

5. Η γάτα είναι πάνω από το σπίτι.

6. Η γάτα είναι μπροστά στο σπίτι.

2. Right or Wrong? Check the following sentences.

<table>
<thead>
<tr>
<th>Σ</th>
<th>Α</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Η Αφρική είναι πιο μεγάλη από την Ασία.</td>
<td></td>
</tr>
<tr>
<td>2. Ο Απρίλιος είναι μετά τον Μάρτιο.</td>
<td></td>
</tr>
</tbody>
</table>
3. Η Ισπανία είναι πιο μικρή από την Ολλανδία.
4. Όλα τα παιδιά πάνε σχολείο με το λεωφορείο.
5. Πάμε για ψώνια όταν τα μαγαζιά είναι ανοιχτά.
6. Το ελληνικό αλφάβητο αρχίζει με το γράμμα «Α».
7. Οι τράπεζες είναι ανοιχτές από τις οχτώ το βράδυ μέχρι τις οχτώ το πρωί.
8. Τρώμε πάντα το παγωτό μας με πιρούνι και μαχαίρι.

*For the Modern Greek translation of Chapter 7 press here* [www.moderngreek.eu](http://www.moderngreek.eu)