AN OUTLINE TABLE OF CONTENTS
A Review of English Grammar consists of an introduction followed by the following five major sections:

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2 – THE PARTS OF SPEECH
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The text of the book is broken into small segments of enumerated headings and paragraphs. This Outline Table of Contents is a digest, collecting and listing nearly all of the enumerated headings. As such, it serves as a topical index in the form of a detailed outline. Whatever you may be looking for in the book may be found simply by following the numbers. (For further explanation of the format, see Introduction, § 0.6 – Text Format.)

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3.6.8 – Benefits to Greek Diagramming

3.6.8.1 – It Forces Careful Analysis

3.6.8.2 – It Helps to Graphically Separate, Display, and Trace Thoughts

3.6.8.3 – It Displays the Logic and Meaning; Reveals the Emphasis, Producing Sound Translation

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Dyonisius Thrax on Πτώσεις = Cases

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Dyonisius Thrax on Ἀριθμοὶ = Numbers
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4.1.6. 2 – Sub-Dimensions of “Tense”
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4.1.7 – Voice

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Dyonisius Thrax on Διαθέσεις = Dispositions ≈ Voices

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4.1.7. 2.4 – Null Voice

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4.1.8. 1 – Definition of Mood
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Dyonisius Thrax on Εγκλίσεις = Moods

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   4.2.1. 4 – Collective
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   4.2.1. 6 – Verbal (Infinitive and Gerund-Participle)

4.2.2 – Verb
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    4.2.3.2 – Pronominal (Demonstrative, Indefinite, Possessive, Interrogative)
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4.2.9 6 – Association
4.2.9 7 – Opposition or Exception
4.2.9 8 – Etc.
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    4.2.10 1 – Coordinating (Copulative, Disjunctive, Correlative)
    4.2.10 2 – Subordinating
4.2.11 1 – Expletive
    4.2.11 1 – For Ease of Expression
    4.2.11 2 – For Rhyme or Rhythm
    4.2.11 3 – For Emphasis
4.2.12 1 – Isolate
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    4.2.12 3 – Emphatic Interjections, Exclamations and Expressions of Feeling

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    4.3.0 4 – Indirect Object
    4.3.0 5 – Subjective Complement
    4.3.0 6 – Objective Complement
    4.3.0 7 – Object of a Preposition (Antecedent of Object)
    4.3.0 8 – Appositive
    4.3.0 9 – Modifier
    4.3.0 10 – Connector
    4.3.0 11 – Clause
    4.3.0 12 – Absolute Construction
    4.3.0 13 – Compounded Sentence Element
    4.3.0 14 – Independent Sentence Element
    4.3.0 15 – Sentence Fragment
    4.3.0 16 – Sentence Type

4.4 – SOME DIFFERENCES BETWEEN ENGLISH GRAMMAR AND GREEK GRAMMAR
    4.4.0 1 – English Substantives Express Dimensions More through Position; Greek through Inflection
    4.4.0 2 – English Verbs Express Dimensions with Auxiliaries, Periphrasis; Greek through Inflection
    4.4.0 3 – The Function of English Words is Rather Flexible; Greek Words are Less Flexible
4.4.0. 4 – English Gender is Mostly Natural; Greek Gender is Mostly Grammatical

• EXERCISES •

5 – BIBLIOGRAPHIES
5.1 – BIBLIOGRAPHY FOR ENGLISH GRAMMAR
5.2 – BIBLIOGRAPHY FOR SENTENCE DIAGRAMMING
A REVIEW OF ENGLISH GRAMMAR

A Review of English Grammar
For Students of Biblical Greek
(and Other Ancient Languages)

0 – INTRODUCTION

0.1 – A FAMILIAR PATH

Students who know and understand well their own language grammar are better prepared to study the grammar of other languages. This Review of English Grammar takes this principle one step further, providing a review of the basic categories of English grammar, but written from the point of view of Greek grammar. In other words, in order to better prepare the student for Greek grammar, this book fits English grammar into the mold of Greek grammar – as best as that can be done. Many of these adaptations to Greek grammar will also help with understanding other ancient and modern languages. So this book can be adapted for use with any Greek program as well as for use with other ancient and modern language programs.

0.2 – A NATURAL PROGRESSION IN LEARNING

There are persons who can understand and speak English well who cannot read it well, and persons who can understand, speak, and read English well who cannot write or spell it well, and persons who can understand, speak, read, write, and spell English well who cannot comprehend English grammar well. What does that tell us? It tells us that the correlation between understanding, speaking, reading, writing, spelling, and grammarizing (if I may coin a term ☺) is not necessarily close. Actually, this series – understand, speak, read, write, spell, grammarize – is a natural progression of separate developmental parts which build upon and which reinforce each other.

Few native English speakers learn ancient Greek the way they learned English – early in life. For most persons, the natural capacity to learn a language by absorption – as we learned English when we were little children – has greatly diminished by the age of ten or twelve. This limits that avenue for learning. So our pathway to understanding Greek is a little different than the “natural” progression. Yes, complete immersion in a language and culture forces many persons at any age to absorb a language, but though this has the strength of delivering much cultural context and learning reinforcement to the learner, it is nevertheless a rather inefficient and often inexact process for most older persons, especially if they do not have the additional and primary motivation of needing to master the language simply to survive.

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While the natural capacity to learn by absorption diminishes with age (it never goes away, but its efficiency fades), the natural capacity to learn by inquiry and analysis increases with age (up to a point which, if it is properly exercised, can be sustained throughout life). So the new path opened to learning a language is inquiry and analysis. We readily grant that this does not put the polish on language learning – only continuous practice can do that – but it does supply the framework for the edifice.

0.3 – FOR WHOM IS THIS GRAMMAR SUITABLE?

This grammar is suitable for anyone who is developmentally able to easily handle such concepts as noun and verb, subject and predicate, case and mood, declension and conjugation, appositive and complement – and though that may include some younger students, it ordinarily includes students age thirteen and up. It was designed for:

• Students beginning Homeschool Greek
  This Review of English Grammar was written specifically for students of Homeschool Greek Volume Two, which assumes that the student knows this grammar and which makes reference to it.

• Students beginning any Greek grammar curriculum
  Many students are crippled in language learning because they do not understand basic English grammar. This Review of English Grammar was written specifically to prepare students to consume Greek grammar more quickly.

• Students beginning a foreign language curriculum
  The information is presented in this Review of English Grammar in a way which relates to learning other languages, especially languages related to Greek, Latin, or English.

• Students wanting a review of the entire system of English grammar
  This Review of English Grammar covers more and explains more English grammar in shorter compass than most English handbooks.

0.4 – A TRADITIONAL GRAMMAR MODEL

This Review of English Grammar is built on the traditional descriptive-functional model of grammar combined with a formal-structural model of grammar. These fancy hyphenated words simply mean that it describes words according to their normal function, but it also considers the form of a word and the way in which a word fits into the structure of a sentence. It uses a variation of the Reed-Kellogg schematic method of sentence diagramming because this method adapts well to these two models of grammar, and because this method displays well the structure and logic of the sentence. This Review of English Grammar does not use the tree diagramming method which was developed in order to illustrate relationships within a sentence according to what is called a transformational-generative model of grammar – a model which has led to the development of “whole language” instruction and such practices as “invented spelling.”

The grammar begins with (1) a short list of grammatical terms. Next, it examines in depth (2) the parts of speech, then (3) the elements of a sentence, and finally (4) the dimensions of word analysis.

0.5 – ANCIENT GREEK GRAMMAR AND ENGLISH GRAMMAR

English grammar grew out of Latin grammar, which itself came from Greek grammar. The earliest surviving Greek grammar textbook is Τῆκνη Γραμματική [Τέχνη Γραμματική, “The Art of Grammar”] by Dionysius Thrax [Διονύσιος ο Θρᾷξ, c. 166–90 BC], a Greek grammarian of Alexandria. His grammar made it easier for a Koine Greek audience to learn Classical Greek literature. His is the first systematic grammar of Western tradition, stood as a model for subsequent grammars, and remained a standard for nearly two millennia, being used until the eighteenth century AD.
At appropriate places in the grammar, I have inserted brief excerpts from Dionysius’ *The Art of Grammar*, along with my own English translation, based mainly upon the more literal, though at points more difficult or obscure, translation of


I have also compared my translation with the much less literal, though easier to read, translation of


The excerpts from Dionysius are inserted into the text in the following format:

Διονύσιος ο Θράξ, Τέχνη Γραμματική

Dionysius Thrax, *The Art of Grammar*

0.6 – TEXT FORMAT

The text is laid out in a fully enumerated and indented outline format (with hanging paragraphs) so that the student may easily locate different levels. The text generally follows this format:

1 – HEADING (LEVEL 1)
Paragraph

1.1 – HEADING (LEVEL 2)
Paragraph

1.1.1 – Heading (Level 3)
Paragraph

Example

1.1.1.1 – Heading (Level 4)
Paragraph

Example

All headings are enumerated. Some paragraphs are enumerated where it seemed useful to set apart a series of points. Examples are indented under the paragraph which they follow. Portions of text marked in orange (like this, §) serve to cross-reference different sections of the grammar.

0.7 – PROGRAMMED-INTERACTIVE TEACHING METHOD

A *Review of English Grammar* is a programmed-interactive grammar. *Programmed* means that the text arranges all of the information which the student needs in a way which is self-instructional. *Interactive* means that the material is written in a digestible format which causes the student to interact with the text in order to master the material.

0.8 – INTERACTIVE FORMAT

The interactive exercises are bordered in the color teal. When you come to a section on a page which is bordered in teal, you will need to cover this section. If you do your work on a computer screen, then you will need to manipulate the screen window so that you can reveal only one bordered box at a time. If you print out the text, then you will need to use a sheet of paper or card stock which you can slide
down to reveal only one bordered box at a time. If your printout is not in color, you can still recognize the border markings which will signal the interactive exercise sections. Questions and answers are enclosed in boxes.

• EXERCISES •

The question paragraph looks like this – italic san serif typestyle (indigo in color).
Slide down your cover sheet or scroll down your screen until you reveal the bottom line which divides this question box from the following answer or response box. The question paragraph is now fully revealed.

Studying the material above the question paragraph should have prepared you to give an answer, fill in the blank spaces, or perform the task which this question paragraph requires. Say your answer out loud and write your answer on scratch paper. After you have finished your response, then slide down your cover sheet or scroll down your screen until you reveal the bottom line of the answer or response box. The answer paragraph is now fully revealed.

The answer paragraph looks like this – plain san serif typestyle (dark blue in color).
Compare your response with the answer paragraph.

If your response agrees with the answer paragraph, then continue with what comes next – it may be another question paragraph, it may be more material in the lesson, or it may be the conclusion of a lesson.

If your response differs from the answer paragraph, then you need to consider why. You may have simply overlooked or misunderstood something in the text, and the answer paragraph may have made the matter perfectly clear to you. However, if the answer does not clarify things for you, then you should go back as far as necessary and reread the material. You need to master each step of the normal learning process before you move on. Missing a step will hinder your progress later on. You will be tested again later on the same material in order to recall and to reinforce what you have learned. This should help you to avoid developing the habit of learning, then forgetting.

When you reach the end of a page, you will simply turn to (or scroll down to) the next page and cover (or leave covered below the window) any exercise sections which are enclosed in boxes.

Because each answer is immediately below each question, it will be a matter of your own honor and self discipline not to look ahead at the answer before you respond to each question. You will learn much better if you subject yourself to the discipline of continuous testing. If you cheat, you are cheating yourself and anyone else who may someday depend upon you.

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