

AN OUTLINE TABLE OF CONTENTS

A Review of English Grammar consists of an introduction followed by the following five major sections:

1 – A SHORT LIST OF GRAMMATICAL TERMS

2 – THE PARTS OF SPEECH

3 – THE ELEMENTS OF A SENTENCE

4 – THE DIMENSIONS OF WORD ANALYSIS

5 – BIBLIOGRAPHIES

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.](#))

0 – INTRODUCTION

0.1 – A FAMILIAR PATH

0.2 – A NATURAL PROGRESSION IN LEARNING

0.3 – FOR WHOM IS THIS GRAMMAR SUITABLE?

0.4 – A TRADITIONAL GRAMMAR MODEL

0.5 – ANCIENT GREEK GRAMMAR AND ENGLISH GRAMMAR

0.6 – TEXT FORMAT

0.7 – PROGRAMMED-INTERACTIVE TEACHING METHOD

0.8 – INTERACTIVE FORMAT

1 – A SHORT LIST OF GRAMMATICAL TERMS

1.1 – LANGUAGE

1.1.1 – Language

1.1.1 – Phonology

1.1.1 – Orthography

1.2 – TRANSLATION

1.2.1 – Translation

1.2.2 – Transliteration

1.2.3 – Gloss

1.2.4 – Synonym

1.2.5 – Idiomatic Expression

1.3 – GRAMMAR

1.3.1 – Grammar

Dyonisius Thrax on Γραμματική = Grammar

1.3.2 – Morphology and Syntax

1.3.3 – Parts of Speech

1.4 – SENTENCE

1.4.1 – Word

Dyonisius Thrax on Λέξεις = Word

1.4.2 – Phrase

1.4.3 – Clause

1.4.4 – Sentence

Dyonisius Thrax on Λόγος = Sentence

1.5 – VOCABULARY

1.5.1 – Vocabulary

1.5.2 – Lexicon

1.5.3 – Definition

1.6 – MEANINGS

1.6.1 – Lexical Meaning

1.6.2 – Syntactical Meaning

1.6.3 – Contextual Meaning

• EXERCISES •

2 – THE PARTS OF SPEECH

Dyonisius Thrax on Τοῦ Λόγου Μέρη = Parts of Speech

• EXERCISES •

2.1 – FOUR MAJOR PARTS OF SPEECH

• EXERCISES •

2.1.1 – Noun

2.1.1. 1 – Simple Descriptive Definition of a Noun

2.1.1. 2 – More Specific Definition of a Noun

2.1.1. 3 – Definition of a Substantive

2.1.1. 4 – Special Classifications for Nouns

Dyonisius Thrax on Ὀνομά = Noun

2.1.1. 4.1 – Common and Proper Nouns

2.1.1. 4.2 – **Concrete and Abstract Nouns**

2.1.1. 4.3 – **Mass and Count Nouns**

2.1.1. 4.4 – **Collective and Distributive Nouns**

2.1.1. 4.5 – **Compound Nouns**

2.1.1. 4.6 – **Verbal Nouns**

2.1.1. 4.6.1 – **Infinitive**

2.1.1. 4.6.2 – **Gerund**

• **EXERCISES** •

2.1.2 – **Verb**

2.1.2. 1 – **Simple Descriptive Definition of a Verb**

2.1.2. 2 – **More Specific Definition of a Verb**

2.1.2. 3 – **More Objective Definition of a Verb**

Dyonisius Thrax on Πρῆμά = Verb

2.1.2. 4 – **Auxiliaries are Not True Verbs**

2.1.2. 4.1 – **Table of Verbs which also Function as Auxiliaries**

2.1.2. 5 – **Verbals**

2.1.2. 5.1 – **Definition of a Verbal**

2.1.2. 5.1.1 – **Infinitive**

2.1.2. 5.1.2 – **Participle**

• **EXERCISES** •

2.1.3 – **Adjective**

2.1.3. 1 – **Definition of a Modifier**

2.1.3. 2 – **Definition of an Adjective**

2.1.3. 3 – **Degrees of an Adjective**

2.1.3. 3.1 – **Positive Degree**

2.1.3. 3.2 – **Comparative Degree**

2.1.3. 3.3 – **Superlative Degree**

2.1.3. 3.4 – **English Forms for the Degrees of Adjectives**

2.1.3. 4 – **Special Classifications of Adjectives**

2.1.3. 4.1 – **Descriptive Adjectives**

2.1.3. 4.1.1 – **Adjectives Expressing Quality**

2.1.3. 4.1.2 – **Adjectives Expressing Number, Quantity, or Position in Order**

2.1.3. 4.2 – **Pronominal Adjectives**

2.1.3. 4.2.1 – **Demonstrative Adjective**

2.1.3. 4.2.2 – **Indefinite Adjective**

2.1.3. 4.2.3 – **Possessive Adjective**

2.1.3. 4.2.4 – **Interrogative Adjective**

2.1.3. 4.3 – **Participial Adjectives**

2.1.3. 4.3.1 – **Forms of the Participle**

2.1.3. 4.3.1. 1 – **Present Participle**

2.1.3. 4.3.1. 2 – **Past Participle**

2.1.3. 4.3.1. 3 – **Perfect Participle**

2.1.3. 4.3.1. 4 – **Passive Participle**

2.1.3. 4.3.1. 5 – **Perfect Passive Participle**

• **EXERCISES** •

2.1.4 – **Adverb**

2.1.4. 1 – **Definition of an Adverb**

Dyonisius Thrax on Ἐπίρρημά = Adverb

2.1.4. 2 – **Special Classifications of Adverbs**

2.1.4. 2.1 – **Adverbs of Manner**

2.1.4. 2.2 – **Adverbs of Place**

2.1.4. 2.3 – **Adverbs of Time**

2.1.4. 2.4 – **Adverbs of Quantity or Degree**

2.1.4. 2.5 – **Adverbs of Number or Order**

2.1.4. 2.6 – **Adverbs of Cause**

2.1.4. 2.7 – **Adverbs of Question**

2.1.4. 2.8 – **Adverbs of Intensity**

2.1.4. 2.9 – **Adverbs of Negation**

2.1.4. 3 – **Degrees of an Adverb**

2.1.4. 3.1 – **Positive Degree**

2.1.4. 3.2 – **Comparative Degree**

2.1.4. 3.3 – **Superlative Degree**

2.1.4. 3.4 – **English Forms for the Degrees of Adverbs**

• **EXERCISES** •

2.1.5 – **Helps for Identifying Major Parts of Speech**

2.1.5. 1 – **Test Question for a Noun**

2.1.5. 2 – **Test Questions for a Verb**

2.1.5. 3 – **Test Questions for an Adjective**

2.1.5. 4 – **Test Questions for an Adverb**

• **EXERCISES** •

2.2 – **FOUR MINOR PARTS OF SPEECH**

• **EXERCISES** •

2.2.1 – **Pronoun**

2.2.1. 1 – **Definition of a Pronoun**

Dyonisius Thrax on Ἀντωνυμία = Pronoun

2.2.1. 2 – **Definition of an Antecedent**

2.2.1. 3 – **Special Classifications of Pronouns**

2.2.1. 3.1 – **Personal Pronouns**

2.2.1. 3.1.1 – **First Person** – *I, me, mine (my); we, us, ours (our)*

2.2.1. 3.1.2 – **Second Person** – *you, yours (your)*

2.2.1. 3.1.3 – **Third Person** – *he, him, his; she, her, hers (her); it, its; they, them, theirs (their)*

2.2.1. 3.1.4 – **Table of English Personal Pronouns**

2.2.1. 3.2 – **Reflexive Pronouns** – *my- / your- / him- / her- / its- -self, our- / your- / them- -selves*

2.2.1. 3.2.1 – **Table of English Reflexive Pronouns**

2.2.1. 3.3 – **Intensive Pronouns** – *my- / your- / him- / her- / its- -self, our- / your- / them- -selves*

2.2.1. 3.3.1 – **Definition of an Appositive**

2.2.1. 3.4 – **Relative Pronouns** – *who, whom, whose, which, that, what*

2.2.1. 3.5 – **Indefinite Relative Pronouns** – *whoever, whoever, whomever, whichever, whatever, what*

2.2.1. 3.6 – **Interrogative Pronouns** – *who? whom? whose? which? what?*

2.2.1. 3.7 – **Emphatic Interrogative Pronouns** – *whoever? whoever? whomever? whichever? whatever?*

2.2.1. 3.8 – **Demonstrative Pronouns** – *this, these, that, those*

2.2.1. 3.9 – **Indefinite Pronouns**

2.2.1. 3.9.1 – **Singular or Plural Forms** – *some, any, certain, more, most, all, none, other*

2.2.1. 3.9.2 – **Singular Only Forms** – *some-one/-body/-thing, any-one/-body/-thing, every-one/-body/-thing, no-one/-body/-thing, either, neither, another, each, one, much, little, less*

2.2.1. 3.9.3 – **Plural Only Forms** – *many, several, both, few, fewer*

2.2.1. 3.10 – **Reciprocal Pronouns** – *each other (-'s), one another (-'s)*

• **EXERCISES** •

2.2.2 – Auxiliary

2.2.2. 1 – **Simple Descriptive Definition of an Auxiliary**

2.2.2. 2 – **More Specific Definition of an Auxiliary**

2.2.2. 3 – **Dimensions Expressed by English Auxiliaries**

2.2.2. 3.0.1 – **Tense – Time-Frame** – Present, Past, or Future

2.2.2. 3.0.2 – **Aspect – Viewpoint** – Simple, Progressive, Perfect, or Perfect Progressive

2.2.2. 3.0.3 – **Voice** – Active, Passive, Middle, or Null

2.2.2. 3.0.4 – **Mood** – Indicative, Subjunctive, Potential, or Imperative

• **EXERCISES** •

2.2.2. 3.1 – **Tense (or Time) Auxiliaries**

2.2.2. 3.1.1 – **Present Tense** — the Default Position and Emphatic “Do”

2.2.2. 3.1.2 – **Past Tense** — the Default Position and Emphatic “Did”

2.2.2. 3.1.3 – **Future Tense** — “*Shall, Will*”

2.2.2. 3.1.3.1 – **Formal Polite Speech** — “*I, we shall; you, he, she, it, they will*”

2.2.2. 3.1.3.2 – **Future Determination or Obligation** — “*I, we will; you, he, she, it, they shall*”

2.2.2. 3.1.3.3 – **Legal Language** — “*shall*” for all Persons and Numbers

• **EXERCISES** •

2.2.2. 3.2 – **Aspect Auxiliaries**

2.2.2. 3.2.1 – **Simple Aspect**

2.2.2. 3.2.1.1 – **Meaning of the Simple Aspect**

2.2.2. 3.2.1.2 – **Form of the Simple Aspect** — the Default Position

2.2.2. 3.2.2 – **Progressive Aspect**

2.2.2. 3.2.2.1 – **Meaning of the Progressive Aspect**

2.2.2. 3.2.2.2 – **Form of the Progressive Aspect** — “*Be*” before the Present Participle

2.2.2. 3.2.3 – **Perfect Aspect**

2.2.2. 3.2.3.1 – **Meaning of the Perfect Aspect**

2.2.2. 3.2.3.2 – **Form of the Perfect Aspect** — “*Have*” before the Past Participle

2.2.2. 3.2.4 – **Table of the Three Principal Parts of an English Verb**

2.2.2. 3.2.5 – **Irregular Forms of the Principal Parts of an English Verb**

2.2.2. 3.2.6 – **Perfect Progressive Aspect**

2.2.2. 3.2.6.1 – **Meaning of the Perfect Progressive Aspect**

2.2.2. 3.2.6.2 – **Form of Perfect Progressive Aspect** — “*Have + Been*” before Present Participle

2.2.2. 3.2.7 – **Progressive, Perfect, and Perfect Progressive Aspects with Respect to Time**

• **EXERCISES** •

2.2.2. 3.3 – **Voice Auxiliaries**

2.2.2. 3.3.1 – **Active Voice** — the Default Position

2.2.2. 3.3.2 – **Passive Voice** — “*Be*” Joined with the Past Participle

2.2.2. 3.3.3 – **Middle Voice** — Reflexive Pronoun; “*Get*” + Reflexive Pronoun + Past Participle

2.2.2. 3.3.4 – **Null Voice** — Intransitive and Copular Verbs

2.2.2. 3.3.5 – **Summary and Comparison of Voices**

2.2.2. 3.3.5.1 – **The Role of the Subject and Object for Each Voice**

2.2.2. 3.3.5.2 – **The Verbs for All Voices are Transitive**

2.2.2. 3.3.5.3 – **The Intransitive Verb Never Has the Dimension of Voice**

2.2.2. 3.3.6 – **Additional Note on Transitive and Intransitive Verbs**

• **EXERCISES** •

2.2.2. 3.4 – **Mood Auxiliaries**

2.2.2. 3.4.0.1 – **Indicative Mood**

2.2.2. 3.4.0.2 – **Subjunctive Mood**

2.2.2. 3.4.0.3 – **Potential Mood**

2.2.2. 3.4.0.4 – **Imperative Mood**

2.2.2. 3.4.0.5 – **Table of English and Greek Moods**

Dyonisius Thrax on Ἐγκλίσεις = Mood

2.2.2. 3.4.1 – **Indicative Mood** — the Default Position

• **EXERCISES** •

2.2.2. 3.4.2 – **Subjunctive Mood** — Rare Forms, Discerned from the Context

2.2.2. 3.4.2.1 – **Tables of Subjunctive Forms of English Verbs**

2.2.2. 3.4.2.2 – **Miscellaneous Observations on the Subjunctive Mood**

• **EXERCISES** •

2.2.2. 3.4.3 – **Potential Mood** — Nominal “Present” and “Past” Tense Forms, No Future Forms

2.2.2. 3.4.3.1 – **Regular Potential Mood Auxiliaries**

2.2.2. 3.4.3.1.1 – “*Can, Could*”

2.2.2. 3.4.3.1.2 – “*May, Might*”

2.2.2. 3.4.3.1.3 – “*Will, Would*”

2.2.2. 3.4.3.1.4 – “*Shall, Should*”

2.2.2. 3.4.3.1.5 – “*Must, Have (Had) (Need) To*”

• **EXERCISES** •

2.2.2. 3.4.3.2 – **Marginal Potential Mood Auxiliaries**

2.2.2. 3.4.3.2.1 – “*Ought (To)*”

2.2.2. 3.4.3.2.2 – “*Use(d) (To)*”

2.2.2. 3.4.3.2.3 – “*Dare (To), Dared (To)*”

2.2.2. 3.4.3.2.4 – “*Need (To), Needed (To)*”

• **EXERCISES** •

2.2.2. 3.4.4 – **Imperative Mood**

2.2.2. 3.4.4.1 – **Limits of the Imperative Mood**

2.2.2. 3.4.4.2 – **Formation of the Imperative Mood**

• **EXERCISES** •

2.2.2. 3.4.5 – **General Observations on Auxiliaries**

2.2.2. 3.4.5.1 – **Arrangement for Auxiliaries**

2.2.2. 3.4.5.1.1 – **Mutually Exclusive Auxiliaries**

2.2.2. 3.4.5.1.2 – **Ranking Order of Auxiliaries**

2.2.2. 3.4.5.1.3 – **Position of Auxiliaries**

2.2.2. 3.4.5.2 – **The Location of the Operator Auxiliary Determines the Nature of a Clause**

2.2.2. 3.4.5.2.1 – **Definition of the Operator Auxiliary**

2.2.2. 3.4.5.2.2 – **Location of the Operator Auxiliary**

2.2.2. 3.4.5.2.2.1 – **A Statement**

2.2.2. 3.4.5.2.2.2 – **A Negation**

2.2.2. 3.4.5.2.2.3 – **A Question**

2.2.2. 3.4.5.2.2.4 – **A Repeated Verb Phrase**

2.2.2. 3.4.5.2.2.5 – **A Request for Confirmation (Tag Question)**

2.2.2. 4 – **Auxiliaries Differ in Form from Verbs**

2.2.2. 5 – Quasi-Auxiliaries

2.2.2. 5.1 – Definition of a Quasi-Auxiliary

2.2.2. 5.1.1 – Quasi-Auxiliary Followed by a Present Participle

2.2.2. 5.1.2 – Quasi-Auxiliary Followed by an Infinitive

• EXERCISES •

2.2.3 – Article-Determiner

Dyonisius Thrax on ἄρθρον = Article

2.2.3. 1 – Definition of a Determiner

2.2.3. 2 – The Definite Article

2.2.3. 3 – The Indefinite Article

2.2.3. 4 – Other Determiners

2.2.3. 5 – English Words Which Commonly Function as Determiners

2.2.3. 5.1 – Articles

2.2.3. 5.2 – Absolute Quantifiers and Arrangers

2.2.3. 5.2.1 – Cardinals

2.2.3. 5.2.2 – Ordinals

2.2.3. 5.2.3 – Fractionals

2.2.3. 5.3 – Relative Quantifiers

2.2.3. 5.3.1 – with singulars only

2.2.3. 5.3.2 – with plurals only

2.2.3. 5.4 – Possessive Adjectives and Other Possessives

2.2.3. 5.5 – Demonstrative Adjectives

2.2.3. 5.6 – Interrogatives

2.2.3. 5.7 – Indefinites

2.2.3. 5.7.1 – with singulars or plurals

2.2.3. 5.7.2 – with singulars only

2.2.3. 5.8 – Restrictors

2.2.3. 5.9 – Limiters

2.2.3. 6 – How to Tell When an Adjective is not Functioning as a Determiner

• EXERCISES •

2.2.4 – Qualifier

2.2.4. 1 – Definition of a Qualifier

2.2.4. 2 – Qualifiers and Adverbs

2.2.4. 3 – Qualifiers and Adjectives

2.2.4. 4 – Qualifiers and Comparisons

2.2.4. 5 – Other Parts of Speech Can Function as Qualifiers

2.2.4. 6 – A Test for Qualifiers

• EXERCISES •

2.3 – FOUR PARTICLES OF SPEECH

2.3.1 – Preposition

Dyonisius Thrax on Πρόθεσις = Article

2.3.1. 1 – Definition of a Preposition

2.3.1. 2 – Definition of a Prepositional Phrase

2.3.1. 3 – Definition of the Object of a Preposition

2.3.1. 4 – List of Common Verb Phrases Which Include a Preposition

2.3.1. 5 – Definition of the Antecedent of a Preposition

2.3.1. 6 – Definition of a Compound Preposition

2.3.1. 7 – List of Common Compound Prepositions

2.3.1. 8 – List of Participles which Commonly Behave Like Prepositions

2.3.1. 9 – List of Common Prepositional Relations

2.3.1. 9.1 – Location

2.3.1. 9.2 – Direction

2.3.1. 9.3 – Time

2.3.1. 9.4 – Cause

2.3.1. 9.5 – Agency

2.3.1. 9.6 – Association

2.3.1. 9.7 – Opposition or Exception

2.3.1. 10 – List of English Prepositions

• EXERCISES •

2.3.2 – Conjunction

2.3.2. 1 – Definition of a Conjunction

Dyonisius Thrax on Σύνδεσμός = Conjunction

2.3.2. 2 – Two Main Classes of Conjunctions

2.3.2. 2.1 – Coordinating Conjunctions

2.3.2. 2.1.1 – Copulative Conjunctions

2.3.2. 2.1.2 – Disjunctive Conjunctions

2.3.2. 2.1.3 – Correlative Conjunctions

2.3.2. 2.2 – Subordinating Conjunctions

2.3.2. 2.2.1 – Conjunctions of Time

2.3.2. 2.2.2 – Conjunctions of Place

2.3.2. 2.2.3 – Conjunctions of Reason, Cause, or Concession

2.3.2. 2.2.4 – Conjunctions of Condition, Contingency, or Supposition

2.3.2. 2.2.5 – Conjunctions of Manner

2.3.2. 2.2.6 – Conjunctions of Purpose or Result

2.3.2. 2.2.7 – Conjunctions of Concession

2.3.2. 2.2.8 – Conjunctions of Comparison or Degree

2.3.2. 2.2.9 – Conjunctions of Contrast

2.3.2. 3 – Definition of a Compound Sentence

2.3.2. 4 – **Definition of an Independent or Principal Clause**

2.3.2. 5 – **Definition of a Complex Sentence**

2.3.2. 6 – **Definition of a Dependent or Subordinate Clause**

2.3.2. 7 – **Definition of a Compound-Complex Sentence**

• **EXERCISES** •

2 . 3 . 3 – Expletive

2.3.3. 1 – **Definition of an Expletive**

Dyonisius Thrax on Παραπληρωματικοί = Expletives

2.3.3. 2 – **The Expletive Use of “It”**

• **EXERCISES** •

2 . 3 . 4 – Isolate

2.3.4. 1 – **Definition of an Isolate**

2.3.4. 2 – **Sub-Classes of Isolates**

2.3.4. 2 . 1 – **Salutations, Social Considerations, and Formalities**

2.3.4. 2 . 2 – **Affirmations, Hesitations, and Negations**

2.3.4. 2 . 3 – **Emphatic Interjections, Exclamations, and Other Expressions of Emotion**

• **EXERCISES** •

2 . 4 – ODDS, ENDS, AND SOME REVIEW

2.4.0. 1 – **How Many Parts of Speech?**

2.4.0. 2 – **Comparison of the Eight Parts System with the Twelve Parts System**

• **EXERCISES** •

2.4.0. 3 – **Parallels between the Twelve Parts of Speech**

• **EXERCISES** •

2.4.0. 4 – **Commonalities among the Twelve Parts of Speech**

• **EXERCISES** •

3 – THE ELEMENTS OF A SENTENCE

3.0.0. 1 – **Definition of the Elements of a Sentence**

3.0.0. 2 – **Sentence Diagramming**

3.0.0. 3 – **Different Models of Grammar and Methods of Diagramming**

• **EXERCISES** •

3 . 1 – SUBJECTS AND PREDICATES

3 . 1 . 1 – Subject

3.1.1. 1 – **Definition of a Subject**

3.1.1. 2 – **Definition of a Substantival**

3.1.1. 3 – **Identifying the Subject in Four Types of Sentences**

3.1.1. 3 . 1 – **Declarative Sentence**

3.1.1. 3 . 2 – **Interrogative Sentence**

3.1.1. 3 . 3 – **Imperative Sentence**

3.1.1. 3.4 – Exclamatory Sentence

3.1.1. 4 – Definition of a Complete Subject

3.1.2 – Predicate

3.1.2. 1 – Definition of a Predicate

3.1.2. 2 – Definition of a Verb Phrase

3.1.2. 3 – Definition of a Complete Predicate

3.1.3 – Diagramming Conventions

3.1.3. 1 – Diagramming Conventions for the Subject and the Predicate

3.1.3. 1.1 – A Horizontal Sentence Line Marks Each Clause

3.1.3. 1.2 – A Vertical Intersecting Divider Divides the Subject from the Predicate

3.1.3. 1.3 – Words in Parentheses Supply what is Omitted by an Ellipsis

• EXERCISES •

3.2 – OBJECTS AND COMPLEMENTS

3.2.1 – Direct Object

3.2.1. 1 – Definition of an Object

3.2.1. 2 – Definition of a Direct Object

3.2.1. 3 – Diagramming Convention for a Direct Object

3.2.1. 3.1 – A Vertical Non-Intersecting Separator between a Transitive Verb and a Direct Object

3.2.2 – Indirect Object

3.2.2. 1 – Definition of an Indirect Object

3.2.2. 2 – Replacing an Indirect Object with a Prepositional “To” or “For” Phrase

3.2.2. 3 – Definition of a Ditransitive Verb

3.2.2. 4 – Two Ways to Change an Active Ditransitive Sentence into a Passive Sentence

3.2.2. 4.1 – First Way: S => OP; IO => S; DO => DO

3.2.2. 4.2 – Second Way: S => OP; DO => S; IO => IO / OP

3.2.2. 5 – Ways to Identify Objects in an Active Ditransitive Sentence

3.2.2. 6 – Diagramming Conventions for an Indirect Object

3.2.2. 6.1 – A Long-Stemmed Descender Holds the Indirect Object

3.2.2. 6.2 – A Hook Attached to the Descender Holds the Equivalent Preposition

3.2.3 – Object of a Preposition

3.2.3. 1 – Definition of an Object of a Preposition and the Antecedent of a Preposition

3.2.3. 2 – Definition of a Prepositional Phrase

3.2.3. 3 – Types of Prepositional Phrases

3.2.3. 3.1 – Definition of an Adjectival

3.2.3. 3.2 – Definition of an Adverbial

3.2.3. 4 – Forms and Locations of the Objects of a Preposition

3.2.3. 5 – Words Mistaken for Prepositions

3.2.3. 6 – Diagramming Conventions for a Prepositional Phrase

3.2.3. 6.1 – A Long-Stemmed Descender with a Hook Attached Holds the Prepositional Phrase

3.2.3. 6.2 – A Substantival Prepositional Phrase Stands on Stilts on the Sentence Line

• EXERCISES •

3.2.4 – Subjective Complement

3.2.4. 1 – Definition of a Complement

3.2.4. 2 – Definition of a Subjective Complement

3.2.4. 3 – Definition of a Copular Verb

3.2.4. 3.1 – With a Substantival Subjective Complement, the Copular Verb is Like an Equal Sign

3.2.4. 3.2 – With an Adjectival Subjective Complement, the Copular Verb is Like a Plus Sign

3.2.4. 3.3 – Common Copular Verbs

3.2.4. 3.3.1 – Verbs Used in the Sense of “*Being*”

3.2.4. 3.3.2 – Verbs Used in the Sense of “*Becoming*”

3.2.4. 3.3.3 – Verbs of Sensory Perception, Requiring an Adjectival Subjective Complement

3.2.4. 3.4 – “*To Be*”, When Used as a Copular Verb, is Called the Essential Predicate

3.2.4. 3.5 – A Copular Verb is Neither Transitive nor Intransitive

3.2.4. 4 – Definition of an Intransitive Verb

3.2.4. 4.1 – Some Verbs can be Transitive, Intransitive, or Copular

3.2.4. 4.2 – The Verb “*To Be*”, when it Means “*To Exist*”, is Intransitive, not Copular

3.2.4. 4.3 – An Adjectival as the Modifier of an Elliptical Substantival Subjective Complement

3.2.4. 4.4 – A Subjective Complement is Sometimes Informally in the Objective Case

3.2.4. 5 – Diagramming Conventions for a Subjective Complement

3.2.4. 5.1 – Diagonal Separator between Copular Verb and Substantival Subjective Complement

3.2.4. 5.2 – Adjectival Subjective Complement on a Descender Below the Elliptical Complement

• EXERCISES •

3.2.5 – Objective Complement and the Appositive

3.2.5. 1 – Definition of an Objective Complement

3.2.5. 1.1 – Verbs Commonly Associated with the Objective Complement

3.2.5. 1.2 – The Relationship between the Direct Object and the Objective Complement

3.2.5. 1.3 – A Test for an Objective Complement

3.2.5. 1.4 – Definition of an Appositive

3.2.5. 1.5 – The Appositive and the Objective Complement Compared and Contrasted

3.2.5. 1.6 – The Direct Object and Objective Complement are an Elliptical Infinitive Phrase

3.2.5. 1.7 – The Objective Complement is not an Object

3.2.5. 1.8 – The Indirect Object and the Objective Complement Compared and Contrasted

3.2.5. 1.8.1 – Positioned Before or After the Direct Object in the Sentence

3.2.5. 1.8.2 – Ability or Non-Ability to be made a Passive Subject

3.2.5. 1.8.3 – Substituting a Prepositional Phrase or Implying an Infinitival Phrase

3.2.5. 1.8.4 – Completing the Verb or Completing the Direct Object

3.2.5. 1.8.5 – Both Make Sense Only With the Direct Object

3.2.5. 1.9 – Definition of a Complex-Transitive Verb

3.2.5. 2 – Diagramming Conventions for an Objective Complement

3.2.5. 2.1 – A Substantival Objective Complement is like a Substantival Subjective Complement

3.2.5. 2.1.1 – A Substantival Objective Complement is Diagrammed as an Infinitive Clause

3.2.5. 2.1.2 – Parallels are Added to the Divider and the Separator

3.2.5. 2.2 – An Adjectival Objective Complement is like an Adjectival Subjective Complement

3.2.5. 3 – Diagramming Convention for an Appositive

3.2.5. 3.1 – Place an Equal Sign between the Two Substantives Standing Side by Side

• EXERCISES •

3.2.6 – Further Diagramming for the Passive Voice, the Middle Voice, and the Null Voice

3.2.6. 1 – Another Look at the Active Ditransitive Sentence

3.2.6. 1.1 – Characteristics of an Active Ditransitive Sentence

3.2.6. 1.2 – Characteristics of a Passive Sentence Converted from an Active Ditransitive Sentence

3.2.6. 2 – Diagramming Conventions for a Passive Sentence

3.2.6. 2.1 – The Former Active Subject Becomes a Prepositional “By” Phrase under the Verb

3.2.6. 2.2 – If the Active Direct Object Becomes the Passive Subject, the Indirect Object Remains

3.2.6. 2.3 – If the Active Indirect Object Becomes the Passive Subject, the Direct Object Remains

3.2.6. 3 – Diagramming Conventions for the Objective Complement in the Passive Sentence

3.2.6. 3.1 – The Passive Substantival Objective Complement

3.2.6. 3.2 – The Passive Adjectival Objective Complement

3.2.6. 4 – Diagramming Conventions for the Middle Voice

3.2.6. 4.1 – A Bent Divider between the Subject and Predicate Can Represent the Middle Voice

3.2.6. 4.2 – Using the Bent Divider to Represent the Middle Voice is a Matter of Nuance

3.2.6. 4.3 – A Swinging Divider Can Represent the Ambiguity of the Middle Voice

3.2.6. 5 – Diagramming Conventions for the Null Voice

• EXERCISES •

3.3 – MODIFIERS

3.3.0. 1 – Definition of a Modifier

3.3.0. 2 – Diagramming Convention for a Modifier

3.3.0. 2.1 – Place All Modifiers on Descenders, Usually Below the Horizontal Sentence Line

3.3.0. 2.2 – An Indirect Object is an Adverbial which Modifies the Transitive Verb

3.3.0. 3 – Diagramming Convention for a Qualifier

3.3.0. 3.1 – Qualifier Descenders are Terraced Below the Words They Modify

3.3.0. 4 – Diagramming Convention for an Article

3.3.0. 4.1 – Place an Article Before the Substantive which it Modifies

3.3.0. 5 – Diagramming Convention for Several Modifiers of One Word

3.3.0. 5.1 – Several Modifiers of the Same Word are Listed in Stacked Descenders

3.3.0. 6 – Diagramming Convention for a Prepositional Phrase Used as a Substantival

3.3.0. 6.1 – The Descender is Placed on Stilts above the Substantival's Position

3.3.0. 7 – Qualifiers May Modify a Preposition

3.3.0. 8 – Diagramming Convention for Qualifiers which Modify a Prepositional Phrase

3.3.0. 8.1 – A Qualifier's Descender is Coupled to the Prepositional Phrase's Descender

3.3.0. 9 – Nouns as Modifiers

3.3.0. 10 – Possessive Nouns and Pronouns as Modifiers

3.3.0. 11 – Verb Forms as Modifiers

• EXERCISES •

3.4 – VERBALS

3.4.0. 1 – Definition of a Verbal

3.4.0. 1.1 – Kinds of Verbals

3.4.0. 1.1.1 – Infinitive

3.4.0. 1.1.2 – Participle

3.4.0. 1.1.3 – Gerund

3.4.0. 2 – Diagramming Convention for a Verbal without a Subject, Object, or Complement

3.4.0. 2.1 – A Verbal Functioning as a Substantival or an Adjectival is Diagrammed as Such

3.4.0. 3 – Diagramming Convention for a Verbal with a Subject, Object, or Complement

3.4.0. 3.1 – A Verbal Phrase is Placed on Stilts above Its Functional Position

3.4.0. 4 – Infinitives and Participles as Adverbials

3.4.0. 5 – Avoid Confusing a Participle with a Participle Look-Alike

• EXERCISES •

3.5 – CONNECTORS

3.5.1 – Prepositions

3.5.1. 1 – A Preposition is Diagrammed as a Connector

3.5.1. 2 – Some Prepositions also Function Often as Conjunctions

3.5.1. 3 – Diagramming Convention for Connectors

3.5.1. 3.1 – A Connector is on a Hook Which Hangs between What it Connects

3.5.2 – Conjunctions

3.5.2. 1 – Definition of a Conjunction

3.5.2. 2 – Diagramming Conventions for a Compounded Main Sentence Element

3.5.2. 2.1 – A Compounded Main Element is Diagrammed as a Fanfold of Parallel Lines

3.5.2. 3 – Diagramming Convention for a Modifying Verbal Phrase or Clause

3.5.2. 3.1 – A Modifying Phrase or Clause is Diagrammed as a Modifier

3.5.2. 4 – Diagramming Convention for a Subordinating Conjunction

3.5.2. 4.1 – A Subordinating Conjunction is Attached to the Vertical Line Connecting the Parts

3.5.2. 5 – Diagramming Convention for a Compound Sentence

3.5.2. 5.1 – A Dotted Vertical Line Connects a Compound Sentence

3.5.2. 6 – Diagramming Convention for a Complex Sentence

3.5.2. 6.1 – A Horizontal Shelf is Added on the Dotted Line as a Hook for the Conjunction

3.5.3 – Relative Clauses

3.5.3. 1 – Definition of a Relative Clause

3.5.3. 2 – Diagramming Convention for a Relative Clause

3.5.3. 2.1 – A Relative Clause is Diagrammed like a Subordinate Clause with No Conjunction

• EXERCISES •

3.6 – MISCELLANEOUS

3.6.1 – Absolute Constructions

3.6.1. 1 – Definition of an Absolute Construction

3.6.1. 2 – Diagramming Convention for an Absolute Construction

3.6.1. 2.1 – Giant Brackets Attach an Absolute to the Main Clause Like a Dependent Clause

3.6.2 – Independent Sentence Elements: Expletives, Isolates, and Vocatives

3.6.2. 1 – Definition of an Independent Sentence Element

3.6.2. 2 – Diagramming Convention for an Independent Sentence Element

3.6.2. 2.1 – An Independent Sentence Element is Enclosed in Brackets

3.6.2. 3 – Three Kinds of Independent Sentence Elements

3.6.2. 3.1 – Expletives

3.6.2. 3.2 – Isolates

3.6.2. 3.3 – Vocatives

3.6.2. 3.3.1 – Definition of a Vocative

3.6.3 – Clause and Sentence Fragments

3.6.3. 1 – Definition of a Sentence Fragment

3.6.3. 2 – Diagramming Convention for a Sentence Fragment

3.6.3. 2.1 – Words Omitted from a Sentence Fragment are Supplied in Parentheses

3.6.3. 2.2 – Exceptions

• EXERCISES •

3.6.4 – Introductory Conjunctions

3.6.4. 1 – Definition of an Introductory Conjunction

3.6.4. 2 – Diagramming Convention for an Introductory Conjunction

3.6.4. 2.1 – Diagram an Introductory Conjunction Much Like a Coordinating Conjunction

3.6.5 – Compound Modifiers

3.6.5. 1 – Definition of a Compound Modifier

3.6.5. 2 – Diagramming Convention for Compound Modifiers

3.6.5. 2.1 – Compound Modifiers are Stacked, with Conjunctions Hooked between Modifiers

3.6.5. 3 – Diagramming Convention for a Compound Object of a Preposition

3.6.5. 3.1 – A Compound Object of a Preposition is Stacked

• EXERCISES •

3.6.6 – Types of Sentences

3.6.6. 1 – Four Basic Types of Sentences

3.6.6. 1.1 – Declarative Sentence

3.6.6. 1.2 – Interrogative Sentence

3.6.6. 1.3 – Imperative Sentence

3.6.6. 1.4 – Exclamatory Sentence

3.6.7 – Abbreviations

3.6.7. 1 – Table of Abbreviations for Parts of Speech and Elements of a Sentence

• EXERCISES •

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

3.7 – WHY ALL OF THIS ENGLISH GRAMMAR?

4 – THE DIMENSIONS OF WORD ANALYSIS

4.0.0. 1 – Definition of Dimensions

4.0.0. 2 – Inflectional Dimensions

4.0.0. 3 – Lexical Dimensions

4.0.0. 4 – Syntactical Dimensions

4.1 – INFLECTIONAL DIMENSIONS

4.1.1 – Case

4.1.1. 1 – Definition of Case

4.1.1. 2 – Sub-Dimensions of Case

4.1.1. 2.1 – Subjective Case

4.1.1. 2.2 – Objective Case

4.1.1. 2.3 – Possessive Case

4.1.1. 2.4 – Table Comparing the Three English Cases to the Five Greek Cases

Dyonisius Thrax on Πτώσεις = Cases

4.1.1. 3 – Definition of Declension

4.1.1. 4 – Ten Common Subjective Constructions

4.1.1. 5 – Fifteen Common Objective Constructions

4.1.1. 6 – Seven Common Possessive Constructions

4.1.1. 7 – Ten Rules for the Formation of the Possessive Noun

4.1.2 – Gender

4.1.2. 1 – Definition of Gender

4.1.2. 2 – Definition of Grammatical Gender

4.1.2. 3 – Definition of Gender-Specific

4.1.2. 4 – Sub-Dimensions of Gender

Dyonisius Thrax on Γένη = Genders

4.1.2. 4.1 – Masculine Gender

4.1.2. 4.2 – Feminine Gender

4.1.2. 4.3 – Neuter Gender

4.1.2. 4.4 – Common Gender

• EXERCISES •

4.1.3 – Person

4.1.3. 1 – Definition of Person

4.1.3. 2 – Sub-Dimensions of Person

Dyonisius Thrax on Πρόσωπα = Persons

4.1.3. 2.1 – First Person

4.1.3. 2.2 – Second Person

4.1.3. 2.3 – Third Person

4.1.3. 2.4 – Impersonal

4.1.4 – Number

4.1.4. 1 – Definition of Number

4.1.4. 2 – Sub-Dimensions of Number

Dyonisius Thrax on Αριθμοί = Numbers

4.1.4. 2.1 – Singular Number

4.1.4. 2.2 – Plural Number

4.1.4. 3 – Fifteen Rules for Forming Plural Nouns in English

4.1.5 – Degrees of Comparison

4.1.5. 1 – Definition of Degree

4.1.5. 2 – Sub-Dimensions of Degree

4.1.5. 2.1 – Positive Degree

4.1.5. 2.2 – Comparative Degree

4.1.5. 2.3 – Superlative Degree

4.1.5. 3 – Twelve Rules for Forming Comparative, Superlative Adjectives and Adverbs in English

4.1.5. 3.1 – Seven Rules for One Syllable and Some Two Syllable Adjectives and Adverbs

4.1.5. 3.2 – The Rule for Three Syllable and Most Two Syllable Adjectives and Adverbs

4.1.5. 3.3 – The Rule for the Word “Lesser”

4.1.5. 3.4 – The Rule for Participles

4.1.5. 3.5 – The Rule for Certain Words Which Do Not Allow for Comparison

4.1.5. 3.6 – The Rule for Words Ending in “-Most”

• EXERCISES •

4.1.6 – Tense

4.1.6. 1 – Definition of “Tense”

4.1.6. 2 – Sub-Dimensions of “Tense”

4.1.6. 2.1 – Time “Tense” (Absolute or Relative)

Dyonisius Thrax on χρόνοι = Tenses

4.1.6. 2.1.1 – Present Time

4.1.6. 2.1.2 – Past Time

4.1.6. 2.1.3 – Future Time

4.1.6. 2.2 – Aspect “Tense”

4.1.6. 2.2.1 – Simple Aspect

4.1.6. 2.2.2 – Progressive Aspect

4.1.6. 2.3 – Effect “Tense”

4.1.6. 2.3.1 – Direct Effect

4.1.6. 2.3.2 – Resultant Effect

4.1.6. 2.4 – A Graphic Representation of the Three Sub-Dimensions of “Tense”

4.1.6. 2.5 – A Further Explanation of the Terminology of Time, Aspect, and Effect

4.1.6. 3 – A Description of How English Verbs are Formed

4.1.6. 3.1 – The Three Principle Parts

4.1.6. 3.2 – Forming the Regular Past Tense and Past Participle

4.1.6. 3.3 – Classes of Irregular English Verb Formations

4.1.6. 3.4 – English Verbs May Have More Than One Form

4.1.6. 3.5 – The Infinitival “To” Is Sometimes Optional or Nonstandard

4.1.6. 3.6 – Forming the Present Participle

4.1.6. 3.7 – Forming the Third Person Singular

4.1.6. 4 – Table of about 250 Irregular English Verbs

• EXERCISES •

4.1.7 – Voice

4.1.7. 1 – **Definition of Voice**

4.1.7. 2 – **Sub-Dimensions of Voice**

Dyonisius Thrax on Διαθέσεις = Dispositions ≈ Voices

4.1.7. 2.1 – **Active Voice**

4.1.7. 2.2 – **Passive Voice**

4.1.7. 2.3 – **Middle Voice**

4.1.7. 2.3.1 – **Nuances of the Middle Voice**

4.1.7. 2.3.1.1 – **Reflexive Middle**

4.1.7. 2.3.1.2 – **Appropriative Middle**

4.1.7. 2.3.1.3 – **Causative Middle**

4.1.7. 2.3.1.4 – **Auto-Causative Middle**

4.1.7. 2.3.1.5 – **Pseudo-Causative Middle**

4.1.7. 2.3.1.6 – **Reciprocal Middle**

4.1.7. 2.3.2 – **Ways of Expressing the Middle Voice in English**

4.1.7. 2.3.2.1 – **Using the Reflexive Pronoun**

4.1.7. 2.3.2.2 – **Using a Lexically Reflexive Verb**

4.1.7. 2.3.2.3 – **Using the Prefix “Self-” with the Verb**

4.1.7. 2.3.2.4 – **Intransitive and Impersonal Verbs**

4.1.7. 2.4 – **Null Voice**

4.1.8 – **Mood**

4.1.8. 1 – **Definition of Mood**

4.1.8. 2 – **Sub-Dimensions of Mood**

Dyonisius Thrax on Ἐγκλίσεις = Moods

4.1.8. 2.1 – **Indicative Mood**

4.1.8. 2.2 – **Subjunctive Mood**

4.1.8. 2.3 – **Potential Mood**

4.1.8. 2.4 – **Imperative Mood**

• **EXERCISES** •

4.2 – **LEXICAL DIMENSIONS**

4.2.1 – **Noun**

4.2.1. 1 – **Common and Proper**

4.2.1. 2 – **Concrete and Abstract**

4.2.1. 3 – **Mass and Count**

4.2.1. 4 – **Collective**

4.2.1. 5 – **Compound**

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

4.2.2 – **Verb**

4.2.2. 1 – **Intransitive (No Voice)**

4.2.2. 2 – **Transitive (Ditransitive, Complex-Transitive) (Voice: Active, Middle, Passive)**

- 4.2.2. 3 – Copular (No Voice)
- 4 . 2 . 3 – Adjective
 - 4.2.3. 1 – Descriptive
 - 4.2.3. 2 – Pronominal (Demonstrative, Indefinite, Possessive, Interrogative)
 - 4.2.3. 3 – Participial
- 4 . 2 . 4 – Adverb
 - 4.2.4. 1 – Manner
 - 4.2.4. 2 – Place
 - 4.2.4. 3 – Time
 - 4.2.4. 4 – Quantity or Degree
 - 4.2.4. 5 – Number or Order
 - 4.2.4. 6 – Cause
 - 4.2.4. 7 – Question
 - 4.2.4. 8 – Intensity
 - 4.2.4. 9 – Negation
- 4 . 2 . 5 – Pronoun
 - 4.2.5. 1 – Personal
 - 4.2.5. 2 – Reflexive
 - 4.2.5. 3 – Intensive
 - 4.2.5. 4 – Relative
 - 4.2.5. 5 – Indefinite Relative
 - 4.2.5. 6 – Interrogative
 - 4.2.5. 7 – Emphatic Interrogative
 - 4.2.5. 8 – Demonstrative
 - 4.2.5. 9 – Indefinite
 - 4.2.5. 10 – Reciprocal
- 4 . 2 . 6 – Auxiliary
 - 4.2.6. 1 – Tense
 - 4.2.6. 2 – Voice
 - 4.2.6. 3 – Mood
- 4 . 2 . 7 – Article-Determiner
 - 4.2.7. 1 – Indefinite
 - 4.2.7. 2 – Definite
 - 4.2.7. 3 – Other Determiners
- 4 . 2 . 8 – Qualifier
- 4 . 2 . 9 – Preposition
 - 4.2.9. 1 – Location
 - 4.2.9. 2 – Direction
 - 4.2.9. 3 – Time

4.2.9. 4 – Cause

4.2.9. 5 – Agency

4.2.9. 6 – Association

4.2.9. 7 – Opposition or Exception

4.2.9. 8 – Etc.

4 . 2 . 10 – Conjunction

4.2.10. 1 – Coordinating (Copulative, Disjunctive, Correlative)

4.2.10. 2 – Subordinating

4 . 2 . 11 – 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 – Isolate

4.2.12. 1 – Salutations, Social Consideration, and Formalities

4.2.12. 2 – Affirmations, Hesitations, and Negations

4.2.12. 3 – Emphatic Interjections, Exclamations and Expressions of Feeling

4 . 3 – SYNTACTICAL DIMENSIONS

4.3.0. 1 – Subject

4.3.0. 2 – Verb or Verbal

4.3.0. 3 – Direct Object

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 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.

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 *Tékhnē Grammatiké* [Τέχνη Γραμματική, “The Art of Grammar”] by Dionysius Thrax [Διονύσιος ὁ Θραῖξ, 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

Davidson, Thomas, translator. "The Grammar of Dionysios Thrax. Translated from the Greek." *The Journal of Speculative Philosophy*, VIII, October, 1874, pp. 326-339.

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

Kemp, Alan. "The Tekhne Grammatike of Dionysios Thrax, Translated into English." Taylor, Daniel J., editor. *The History of Linguistics in the Classical Period*. Amsterdam/Philadelphia: John Benjamins Publishing Company, 1987, pages 169-189.

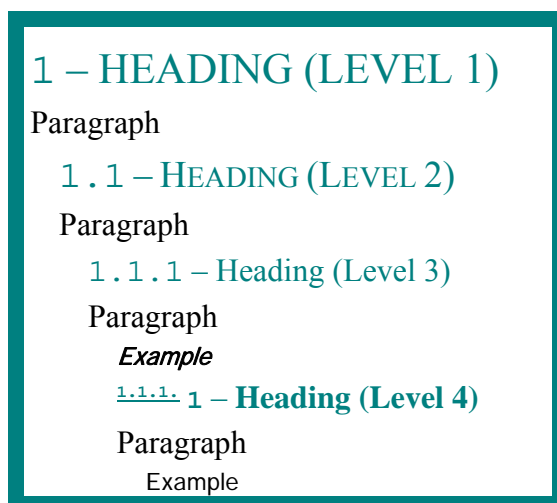
The excerpts from Dionysius are inserted into the text in the following format:

Διονύσιος ὁ Θραῶξ, 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:



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.