

FOUNDATIONS OF  
**gram•mar**

TEACHER'S GUIDE

By Anne Elliott

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# Foundations of Grammar: Teacher's Guide

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“Therefore all things whatsoever ye would that men should do to you, do ye even so to them” (Matthew 7:12).



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Let all things be done decently and in order.  
*1 Corinthians 14:40*

So faith comes by hearing, and hearing by the word of God.  
*Romans 10:17*

From infancy, you have known the holy Scriptures which are able to make you wise for salvation through faith, which is in Messiah Yeshua. Every Scripture is God-breathed and profitable for teaching, for reproof, for correction, and for instruction in righteousness, that the man of God may be complete, thoroughly equipped for every good work.  
*2 Timothy 3:15-17*

# Dedication

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To my seven children,  
Arik, Kaitlyn, Andrew, Kiersten,  
Kandice, Kacey, and Alistair,  
that you may be "may be complete,  
thoroughly equipped for every good work" (2 Timothy 3:17).

## Acknowledgements

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I've been in love with grammar my whole life. However, it takes the work of many people to create such a nerd. Therefore, I want to thank the following people.

First I want to thank my parents and my teachers, including Mrs. Edwards (my teacher in the third and fourth grades), Mrs. Peeples (my teacher in the seventh and eighth grades), and Mrs. Willis (my teacher in high school). Mrs. Willis was especially gracious to tutor me after class and prepare me for a grammar competition, answering my many questions and even driving me ten hours away so that I could attend the event, hugging me and relieving my fears throughout. I can honestly say that her investment of time changed the course of my life!

Secondly, I would like to acknowledge the work of Ed Vavra of [www.kissgrammar.org](http://www.kissgrammar.org), whose website I found over a decade ago and whose ideas made sense to my brain. Without his ideas, this curriculum would have never happened.

Thirdly, I wish to thank the dozens of test families who have used this curriculum in their homes for five years and have graciously given their ideas for improvement and support when I wanted to give up. I would also like to thank Stephanie Tindall for her tireless hours of proofing and editing on this course, as well as her feedback as she used it with her own children.

Finally, I must thank my husband Kraig, without whom nothing would ever get done, nor would I ever have the courage to try. Your love means the world to me!

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# Introduction to Grammar

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Why do we study grammar? How can we learn to communicate God’s truth better?

One reason we learn grammar is **to share the good news of our Messiah** with the world. In addition, we need to express ourselves with manners.

In other words, we speak and write with correct grammar so that others won’t be distracted by our display of ignorance. The messenger gets out of the way, so that people can hear the message. (See Romans 10:14-15.)

A second reason for learning grammar is so that we can learn **to think logically and to analyze**. (See 2 Timothy 2:15.) Diagramming is especially helpful for this.

For instance, we think that an inability to analyze sentence structure and apply logic to it is one of the key reasons why Paul’s epistles are so often misunderstood. Check out the logic if-then statements used in 1 Corinthians 15:12-20. “If... then...” Would you know how to find all the prepositional phrases, remove subordinate clauses, and find the main subjects and verbs? Would you be able to analyze the type of argument Paul is using here, just by analyzing the grammar? We want our children to be able to read Scripture with understanding and to read other writings with discernment — and our curriculum will give them plenty of practice using passages like these.

Finally, learning English grammar helps us **to learn foreign language structure**. We believe that YHWH was the creator of languages at Babel (see Genesis 11:1-9). Scripture says that we are to “go therefore and make disciples of all nations... teaching them to observe all” that YHWH has commanded (Matthew 28:19-20). How can our children make disciples of the nations if they cannot quickly learn their languages? A firm grasp of our own language will help with this goal.

We recommend beginning to teach grammar, with diagramming and logic, around the 5th grade. After a strong unit teaching basic grammar principles, we provide daily review sentences taken from Scripture so that your students won’t forget what they have learned. Because of our unique method, you can teach grammar to all your 5th-12th grade students at one time.

# The Use of God's Name

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Throughout this curriculum, you will see that we use a unique version of God's name that isn't visible in most English Bibles.

We use the letters "YHWH" throughout this book to refer to the Creator of the Universe, our Heavenly Father.

His name in Hebrew is spelled יהוה. In your English Bible, His name is translated as "the LORD." A common pronunciation is "Yah-way" or "Ye-ho-VAH."

We use the name "Yeshua" to refer to Jesus. This is His Hebrew name, the name that His own mother would have given Him.

We use the word "Messiah" instead of Christ because we want our children to know that He was the promised Anointed One, our Savior.

When I was a child, I thought that my Savior's first and middle names were "Jesus Christ." However, knowing that He is my Master (Lord) Yeshua the Messiah, the Son of the Creator YHWH, has been very rich in meaning to me.

We hope to pass on this richness to your children as well.

Learn more about this topic at <http://anneelliott.com/2015/11/pure-lips/>.

"For then I will restore to the peoples a pure language,  
that they all may call on the name of YHWH,  
to serve Him with one accord."  
*Zephaniah 3:9, NKJV*

# Topics Covered

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Our grammar curriculum is intended for grades 5-12. It is excellent for first-time grammar students, as well as those who need an occasional refresher.

This course will teach your students how to identify a limited number of grammatical constructions, learned in a specific sequence, so that they can analyze real texts (starting with Scripture!) and apply grammar to the real world.

- Prepositions and prepositional phrases
- Compounds
- Nouns (singular and plural, common and proper, spelling of nouns)
- Conjunctions
- Verbs (action, state of being, helping, verb phrases, negatives in verb phrases, contractions)
- Sentence subjects
- Types of sentences (declarative, interrogative, imperative, exclamatory)
- Sentence patterns (transitive and intransitive, direct and indirect objects, linking verbs, predicate nouns and adjectives)
- Interjections
- Adjectives as modifiers (including possessives and articles)
- Comparisons
- Adverbs as modifiers (including proper word usage)
- Pronouns (including "old English" such as used in the King James Version)
- Prepositions as modifiers
- Subject-verb agreement
- Using Nouns (count and non-count nouns, collective nouns, appositives)
- Verb forms and the correct usage of verbs
- Relative and interrogative pronouns
- Verbals
- Phrases (gerunds, infinitives, appositives, and participial phrases)
- Clauses (dependent and independent)

...and lots of diagramming! Diagramming helps students “see” what they are learning and also teaches logic and analytical skills that can be applied to any subject in life!

As students progress through the course, plenty of review is included. We especially emphasize using grammar properly in our speech and writing. Scripture passages are used as examples and in worksheets.

If a topic starts to get too complex for a student, no worries! We encourage you to feel free to set the lesson plans aside for a while to apply what you've been learning to real sentences and examples. Pick up the curriculum again when your student is more ready.

# How to Use This Curriculum

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## WEEKLY FORMAT

Each “week” of lesson plans is set up so that 3-4 days will be spent learning new grammar techniques with Mom or Dad, then 1-2 more days of review can be done relatively independently. Our goal was to allow parents several days a week of intense study with their children, yet also give them a few days to accomplish housework, errands, and other responsibilities.

## LESSON PLAN FORMAT

The lessons include a "Teacher's Guide" and "Student Workbook" that are designed to be used *together*. The Teacher's Guide includes additional teaching information and answer keys that are *essential*.

In addition, we offer “Learning Aids” in a downloadable format, so that charts and flashcards can be printed on standard 8 1/2" x 11" paper. You may print them with color or black-and-white ink. We recommend inserting the charts into plastic sheet protectors or taking them to a local office-supply store to be laminated. You may wish to hang the charts on the wall.

We also include downloadable "Definition Cards" that can be printed. You can get fancy and laminate them, or you can keep them with your “Teacher's Guide,” to be used in daily review times.

You can download the “Learning Aids” and “Definition Cards” for free at <http://foundationspress.com/grammar-downloads>.

## MEMORY WORK

Memorization is an important part of our curriculum, so that students will have a mental “handle” on which they can hang all of the other things they learn. We will be memorizing lists of prepositions, types of verbs, kinds of pronouns, and definitions to various grammatical terms.

We try to make it fun with songs and silly pictures! (For instance, you can view the “Preposition Song” by Foundations Press on YouTube at <https://youtu.be/1KB95CWp7u8>.)

## USE OF SCRIPTURE TRANSLATIONS

We use a variety of Scripture translations in this curriculum, including the KJV, the NIV, the Message, the Complete Jewish Bible, and many more.

Customers have asked us to make a KJV-only version of the curriculum, but we have no plans to do this. The lesson plans use the KJV often, because we are teaching a history of the English language. However, because our students live and communicate in culture that uses a form of English that has dramatically changed over the centuries, we wanted to use Bible verses that portray more modern English as well.

Also, at the beginning of the year, when not enough grammar is known, we use simpler versions, such as the NIV. As the students learn more grammar, the more difficult versions (such as KJV) can be used.

By the way, we love using the KJV in pronoun study. Knowing what the “thee’s” and “thou’s” mean and knowing their “case” helps immensely in understanding both the Bible and the way we use English today. The KJV’s use of these so-called “archaic” words makes it much more specific and understandable. It also helps us understand Hebrew and Greek, languages which have more pronouns than our modern English. We think you’ll really love learning all this!

## **AGES**

This curriculum is intended primarily for grades 5-12. We have found that children younger than 11 or 12 can have difficulty grasping abstract grammar concepts. We recommend postponing formal grammar instruction until your child seems able to understand it better.

However, younger children really seem to enjoy memorizing! Why not have them join in when your older children are memorizing things, so that everything will be easier for them as they get older?

Even adults will love this curriculum – we know we did!

# Supplies Needed

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*Foundations of Grammar* includes a "Teacher's Guide" and "Student Workbook" that are designed to be used together. The Teacher's Guide includes additional teaching information and answer keys.

In addition, we offer "Learning Aids" in a downloadable format, so that charts and flashcards can be printed on standard 8 1/2" x 11" paper. You may print them with color or black-and-white ink. We recommend inserting the charts into plastic sheet protectors or taking them to a local office-supply store to be laminated. You may wish to hang the charts on the wall. We also include "Definition Cards" that can be printed. You can get fancy and laminate them, or you can keep them with your "Teacher's Guide," to be used in daily review times.

We recommend having access to a white board, chalkboard, or just plenty of scrap paper, especially when diagramming sentences.

## NECESSARY BOOKS:

- A Bible. Access to online Bibles and Bible resource materials may also be needed occasionally. Websites will be provided in the text.
- Foundations of Grammar: Teacher's Guide*, by Anne Elliott (Foundations Press).
- Foundations of Grammar: Student Workbook*, by Anne Elliott (Foundations Press), one copy per student.
- Foundations of Grammar: Learning Aids*, by Anne Elliott (Foundations Press), available for free download at <http://foundationspress.com/grammar-downloads>.
- A Composition Book, needed after Lesson 91. Composition books can be purchased very inexpensively at almost any store where school supplies are sold. We recommend one with 100 sheets of paper. We have these available online if you cannot find one locally: <http://astore.amazon.com/anneshomeyplace/detail/B00006IDM7>



# Lesson 1

---

Mom, all the words in **bold** below should be read aloud to your students. Notes for your eyes only are written in this lighter font.

**Definition:** *A preposition is a word that gives meaning to a sentence by showing how all the words relate to each other.*

**At the beginning of our study of grammar, we aren't going to explain too much about prepositions. Rather, we're going to memorize the list of prepositions and practice finding them in sentences. Later in our study, we will find out what purpose these words serve in sentences.**

**To help you find prepositions, we're going to memorize a list of 50 common prepositions. Don't worry! It's not impossible! Look at the list in Lesson 1, and sing along as we learn these prepositions to the tune of "Yankee Doodle."**

Mom, you may wish to show the Preposition Chart while everyone sings.

## Preposition Song

(Sung to the tune of "Yankee Doodle")<sup>1</sup>

**Aboard, about, above, across**  
**Against, along, around**  
**Amid, among, after, at**  
**Except, for, during, down**

**Behind, below, beneath, beside**  
**Between, before, beyond**  
**By, in, from, off, on, over, of**  
**Until, unto, upon**

**Under, underneath, since, up**  
**Like, near, past, throughout, through**  
**With, within, without, outside**  
**Toward, inside, into, to**



Now look at Lesson 1 of your student book with me.

**Our definition of a preposition says that "a preposition is a word that gives meaning to a sentence by showing how all the words relate to each other."**

**Here is a simple sentence: "The bird can fly." This sentence tells us that a bird can fly, but that isn't very much information, is it? Let's add some meaning to this sentence by adding prepositions.**

---

<sup>1</sup> Source: <http://www.misscantillon.com/Preposition%20Song.htm>,

Tune: <http://www.8notes.com/scores/10146.asp>.

You can sing along with us at <https://youtu.be/1KB95CWp7u8>.

We could say, “The bird can fly *above* the cloud, *around* the cloud, *beside* the cloud, *inside* the cloud, *through* the cloud, *under* the cloud, etc.”

Do you see how all these prepositions add meaning to the sentence?

In Exercise A, we’re going to circle all the prepositions.

Let’s look at verse 1. Circle all the prepositions.

Blessed is the man who does not walk **in** the counsel **of** the wicked or stand **in** the way **of** sinners or sit **in** the seat **of** mockers.

If these prepositions weren’t there, this is how the verse would sound:

Blessed is the man who does not walk ... or stand ... or sit ....

Prepositions add a lot of meaning to a sentence, don’t they?

Now continue circling all the prepositions in the rest of this Scripture passage.

But his delight is **in** the law **of** YHWH, and **on** his law he meditates day and night.

He is **like** a tree planted **by** streams **of** water, which yields its fruit **in** season and whose leaf does not wither. Whatever he does prospers.

Not so the wicked! They are **like** chaff that the wind blows away.

Therefore the wicked will not stand **in** the judgment, nor sinners **in** the assembly **of** the righteous.

For YHWH watches **over** the way **of** the righteous, but the way **of** the wicked will perish.

~ Psalm 1:1-6, NIV

Mom, your student may circle words that are *not* prepositions, or he might miss some prepositions today. That’s okay. Help him correct it, and then continue tomorrow. Over many days of review, he’ll be able to find prepositions easily.

In conclusion, let’s sing our “Preposition Song” one more time.

Over the next week, help your children memorize and be able to recite the list of common prepositions. You may want to hang the Preposition Chart on the wall where you can all see it often.



## Lesson 2

---

**What is the definition of a preposition?** Allow student to answer. **Let's say the definition together.**

*A preposition is a word that gives meaning to a sentence by showing how all the words relate to each other.*

**Let's sing the "Preposition Song."**

**In Exercise A, fill in the missing prepositions. Try to do it without looking at the song or the Preposition Chart.**

*Answer Key:*

Aboard, about, above, across  
Against, along, around  
Amid, among, after, at  
Except, for, during, down

Behind, below, beneath, beside  
Between, before, beyond  
By, in, from, off, on, over, of  
Until, unto, upon

Under, underneath, since, up  
Like, near, past, throughout, through  
With, within, without, outside  
Toward, inside, into, to

**In Exercise B, circle the prepositions.**

YHWH, listen to my words. Pay attention when I sigh.  
My King and my God, listen to me when I cry for help. I pray to you.  
YHWH, in the morning you hear my voice. In the morning I pray to you. I wait for you in hope.  
God, you aren't happy with anything that is evil. Those who do what is wrong can't live where you are.  
Those who are proud can't stand in front of you. You hate everyone who does what is evil.  
You destroy those who tell lies. YHWH, you hate murderers and those who cheat others.  
Because of your great love I will come into your house. With deep respect I will bow down toward  
your holy temple.  
YHWH, I have many enemies. Lead me in your right path. Make your way smooth and straight for me.

~ Psalm 5:1-8, NIV

**In conclusion, let's sing our "Preposition Song" one more time.**

# Lesson 3

---

**What is the definition of a preposition?** Allow student to answer. **Let's say the definition together.**

*A preposition is a word that gives meaning to a sentence by showing how all the words relate to each other.*

Let's sing the "Preposition Song."

A preposition must have an object after it. After every preposition, find its object by asking "what?".

Look at verse 1 at the top of Lesson 3 with me:

"YHWH, listen to my words." What is the preposition? To  
Now, ask, "To *what*?" To my words

Let's look at verse 2. What are the objects?

My King and my God, listen to *who*? To me  
When I cry for *what*? For help  
I pray to *who*? To you.

Psalm 5:10 says, "Let their evil plans bring them down." Is there a preposition in this sentence? No. The word *down* looks like a preposition, but if you ask *what* after it, you won't find an object.

Let their evil plans bring them down. Down *what*? There is no object, so *down* is *not* a preposition in this sentence.

Say this rule after me: A preposition must *always* have an object. (Students repeat after you.)

Whenever you see a word that you have memorized from the list of prepositions, you must always ask *what*? after it, to see if it has an object. If it does not have an object, it is not a preposition.

We are now going to do Exercise A. However, instead of *circling* the prepositions, we are going to *cross out* all the prepositions, plus their objects, plus any words in between.

Let's do the first one together.

1. ~~In the beginning~~ God created the heaven and the earth.
2. The earth was ~~without form~~.
3. Darkness was ~~upon the face of the deep~~.
4. God divided the light ~~from the darkness~~.
5. Let there be a firmament ~~in the midst of the waters~~.
6. Let it divide the waters ~~from the waters~~.
7. Let the waters ~~under the heaven~~ be gathered together ~~unto one place~~.
8. Let there be lights ~~in the firmament of the heaven~~.
9. Let fowl multiply ~~in the earth~~.
10. God made the beast ~~of the earth after his kind~~.

~ from Genesis 1, KJV

## Lesson 4

---

Today is a review day. Sing the “Preposition Song,” and then assign Exercise A. Check the answers together.

1. Yeshua came ~~from Nazareth in Galilee~~.
2. Yeshua was baptized ~~by John in the Jordan~~.
3. Yeshua came out ~~of the water~~.
4. The Spirit descended ~~on him like a dove~~.
5. A voice came ~~from heaven~~.
6. “I am well pleased ~~with you~~.”
7. The Spirit sent him ~~into the desert~~.
8. Yeshua was ~~in the desert~~ forty days.
9. He was tempted ~~by Satan~~.
10. He was ~~with the wild animals~~.
11. Yeshua went ~~into Galilee~~.
12. He proclaimed the good news ~~of God~~.

~ Adapted from Mark 1:9-14

## Lesson 5

---

Today is a review day. Assign Exercise A, and then check the answers.

1. Yeshua walked ~~beside the Sea of Galilee~~.
2. He saw Simon and his brother Andrew casting a net ~~into the lake~~.
3. "I will make you fishers ~~of men~~," Jesus said.
4. He saw James son ~~of Zebedee~~ and his brother John ~~in a boat~~.
5. ~~Without delay~~ he called them.
6. They left their father Zebedee ~~in the boat with the hired men~~.
7. They followed Yeshua and went ~~to Capernaum~~.
8. Yeshua went ~~into the synagogue~~.
9. The people were amazed ~~at his teaching~~.
10. He taught them ~~with authority~~.
11. Yeshua did not teach ~~as the teachers of the law~~.

~ Adapted from Mark 1:16-22

**Now let's do Exercise B together. Add as many prepositional phrases as possible to this sentence. If you have brothers or sisters, listen to each other's sentences. Vote on the nicest sentence, the silliest sentence, the longest sentence, etc. One possibility has been done for you.**

*on the Sabbath*



Yeshua healed the lame man, and the man walked home.

# Lesson 18

---

You may wish to use a white board when teaching some of the sentence patterns and diagrams in the following lessons.

**Today we're going to learn how to diagram a sentence. A diagram is simply a picture that helps you see all the parts of a sentence more clearly.**

**Do you remember what a declarative sentence is?** (A declarative sentence makes a statement.)

**Before you can diagram a declarative sentence, you must first cross out the prepositional phrases, then underline the verbs twice and the subjects once.**

The waves broke ~~over the boat~~.

**Now draw a horizontal line. Draw a short, vertical line through the middle.**



**Write the subject (waves) on the left side, and write the verb (broke) on the right side.**

waves | broke

**Do you remember what an interrogative sentence is?** (An interrogative sentence asks a question.)  
**An interrogative sentence is diagrammed the same way, even though the order of the subject and verb might be switched around in the sentence.**

Were they afraid?

they | were afraid

**You can see that the helping verb and action verb are both written in the same place on the diagram.**

**Exercise A - Diagram each sentence.**

1. A furious storm came up.
2. The boat was nearly swamped.
3. Yeshua was asleep ~~on a cushion~~.
4. "Don't you care about us?"
5. "We may drown."

- 
1. storm | came
  2. boat | was
  3. Yeshua | was
  4. you | do care
  5. We | may drown

# Lesson 21

---

Let's review by singing the "Preposition Song" together.

Now let's review all our definition cards.

Finally, let's review our **Being Verbs and Helping Verbs**. (Mom, you may wish to hold up the review charts as you review these.)

Today we're going to learn about connecting words called *conjunctions*. These words connect compounds, such as compound prepositions, compound verbs, and compound subjects.

**Definition: A conjunction is a connecting word.**

Memorize these common conjunctions.

Conjunctions
and
but
or
nor
for
yet
so

Let's say these several times together.

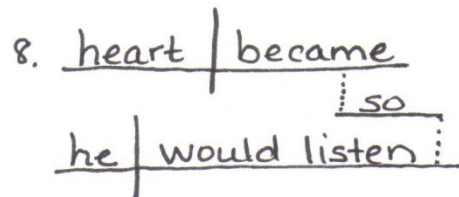
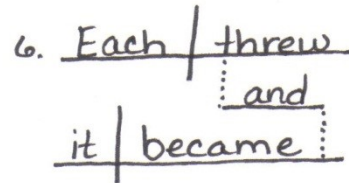
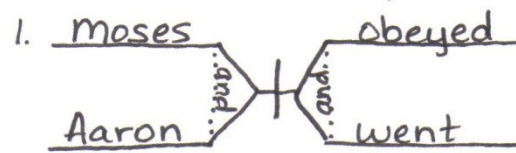
**Exercise A – Cross out the prepositional phrases, underline the verbs twice, and underline the subjects once. Circle the conjunctions.**

1. Moses and Aaron obeyed YHWH and went to ~~Pharaoh~~.
2. Aaron threw his staff down ~~in front of Pharaoh~~ and ~~his officials~~.
3. It became a snake.
4. Pharaoh summoned wise men and sorcerers.
5. The Egyptian magicians also did the same things ~~by their secret arts~~.
6. Each one threw down his staff, and it became a snake.
7. Aaron's staff swallowed their staffs.
8. Pharaoh's heart became hard, so he would not listen ~~to them~~.

Adapted from Exodus 7:10-13

Conjunctions are diagrammed in different ways, depending on what they are connecting.

For example:





# Lesson 51

---

We've already learned about adjectives, which are words that modify nouns. What does it mean to modify? To modify means to change.

**What is a noun?** A person, place, thing, or idea.

**An adjective always modifies a noun. Another kind of modifier is an adverb.**

**Definition: An adverb is a word that modifies a verb, an adjective, or another adverb.**

**Adverbs tell how, where, when, and how much.** (Memorize this!)

The prophet spoke clearly. (**How** did the prophet speak? clearly.)

The man arrived home. (**Where** did he arrive? home.)

They left early. (**When** did they leave? early.)

Everything God made was very good. (**How much** was it good? very good.)

**Let's analyze this sentence carefully:**

**She quickly let down her jar from her shoulder.**

(Mom, you may wish to write it on a whiteboard to look at together.)

**1. Are there any prepositional phrases? Cross them out.**

She quickly let down her jar ~~from her shoulder.~~

**2. Mark the subject and verb.**

She quickly let down her jar ~~from her shoulder.~~

**3. Label the sentence pattern.**

S She quickly TrV let down her jar ~~from her shoulder.~~ DO

**4. Are there any modifiers, such as adjectives? Draw a line to what the adjectives describe.**

S She quickly let down her jar ~~from her shoulder.~~ TrV DO

5. Are they nouns (subjects or objects)?

S TrV DO  
She quickly let down her jar ~~from her shoulder~~.  
"jar" is a direct object (a noun)

6. Are there any modifiers, such as adverbs? Draw a line to what the adverbs modify. What questions do they answer?

S TrV DO  
She quickly let down her jar ~~from her shoulder~~.  
how? where?

7. Are they verbs, adjectives, or adverbs?

S TrV DO  
She quickly let down her jar ~~from her shoulder~~.  
modifies "let" (a transitive verb)

This may seem like a lot of questions to answer, but nevertheless, these are the questions you should ask for all sentences you analyze, in this order:

1. prepositional phrases
2. subjects and verbs
3. sentence patterns
4. modifiers – adjectives and adverbs

(You will need to memorize this order.)

Before we do Exercise A, let's review:

- ✓ **What is the definition of an adverb?** An adverb is a word that modifies a verb, an adjective, or another adverb.
- ✓ **What questions do adverbs answer?** Adverbs tell how, where, when, and how much.
- ✓ **What is the order in which we analyze a sentence?**
  1. prepositional phrases
  2. subjects and verbs
  3. sentence patterns
  4. modifiers – adjectives and adverbs

Now let's do Exercise A.

**EXERCISE A** – In the following sentences, the adverbs are underlined. In each blank, tell what question the adverb answers: how, where, when, or how much.

how \_\_\_\_\_ 1. <sup>S</sup> Joseph <sup>TrV</sup> questioned his brothers <sup>DO</sup> carefully. (Genesis 43:7)

when \_\_\_\_\_ 2. <sup>S</sup> Now <sup>TrV</sup> out of the ground the <sup>DO</sup> LORD God <sup>TrV</sup> had formed every beast <sup>DO</sup> of the field  
and every bird <sup>DO</sup> of the heavens. (Genesis 2:19)

where \_\_\_\_\_ 3. <sup>S</sup> YHWH <sup>TrV</sup> put the man <sup>DO</sup> there in the garden. (Genesis 2:8)

how \_\_\_\_\_ 4. <sup>S</sup> Wait <sup>TrV</sup> patiently for YHWH. (Psalm 37:7)

where \_\_\_\_\_ 5. The <sup>S</sup> Jordan Valley <sup>LV</sup> was well watered <sup>PA</sup> everywhere. (Genesis 13:10)

how \_\_\_\_\_ 6. <sup>S</sup> Abraham <sup>TrV</sup> went quickly into the tent to Sarah. (Genesis 18:6)

how \_\_\_\_\_ 7. Many <sup>S</sup> women <sup>TrV</sup> have done excellently. (Proverbs 31:29)

how \_\_\_\_\_ 8. <sup>S</sup> Paul <sup>TrV</sup> sailed slowly for a number of days. (Acts 27:7)

where \_\_\_\_\_ 9. <sup>INV</sup> Have you anyone else <sup>S</sup> here? (Genesis 19:12)

when \_\_\_\_\_ 10. <sup>S</sup> Lodge <sup>TrV</sup> in my home tonight. (Numbers 22:8)

**EXERCISE B** – Follow these steps with the sentences in Exercise A:

1. Cross out prepositional phrases.
2. Mark the subjects and verbs.
3. Identify the sentence patterns.
4. Draw a line from the adverb to the word it modifies. (Remember, an adverb must modify a verb, adjective, or another adverb.)

# Lesson 68

**Yesterday we learned that personal pronouns must belong to a certain case. Do you remember what the three cases are called?** subjective, objective, possessive

**What is a pronoun called if it refers to only one person or thing?** singular

**What is a pronoun called if it refers to more than one person or thing?** plural

**Can you list some first-person pronouns?**

**Can you list some second-person pronouns?**

**When you are speaking *about* someone else, you use the third-person form.**

**Look at the “Personal Pronouns Chart,” and point to all the singular third-person pronouns. Then point to all the plural third-person pronouns. Try to use several in a sentence.**

	Subjective Case	Objective Case	Possessive Case
<b>Singular</b>			
3 <sup>rd</sup> Person	he	him	his
	she	her	her (hers)
	it	it	its
<b>Plural</b>			
3 <sup>rd</sup> Person	they	them	their (theirs)

(Discuss some ways that you can all remember the difference between first person, second person, and third person.)

## (4) Gender

**Pronouns can refer to whether something is male or female.**

**Masculine – Normally refers to males (*he*).**

**Feminine – Normally refers to females (*she*).**

**Neuter – Normally refers to things (*it*).**

	Subjective Case	Objective Case	Possessive Case
<b>masculine</b>	he	him	his
<b>feminine</b>	she	her	her (hers)
<b>neuter</b>	it	it	its

Gender pronouns do not always follow the simple rules above. For instance, animals and pets are often referred to as *he* or *she*, but bugs, frogs, and reptiles are often called *it*. On the other hand, countries, ships, and a few other things are sometimes referred to with feminine pronouns.

The ship was the captain's pride and joy. He had sailed with her for over 15 years now.

Look at the "Personal Pronouns Chart," and point to all the masculine pronouns. Then point to all the feminine pronouns and the neuter pronouns. Try to use several in a sentence.

Now let's do Exercise A.

**EXERCISE A –**

1. Circle masculine personal pronouns in blue.
2. Circle feminine personal pronouns in pink.
3. Circle neuter personal pronouns in yellow.
4. Circle plural third-person pronouns in green.

In those days a decree went out from Caesar Augustus that all the world should be registered.

This was the first registration when Quirinius was governor of Syria. And all went to be

registered, each to <sup>Blue</sup>his own town. And Joseph also went up from Galilee, from the town of

Nazareth, to Judea, to the city of David, which is called Bethlehem, because <sup>Blue</sup>he was of the house

and lineage of David, to be registered with Mary <sup>Blue</sup>his betrothed, who was with child. And while

<sup>Green</sup>they were there, the time came for <sup>Pink</sup>her to give birth. And <sup>Pink</sup>she gave birth to <sup>Pink</sup>her firstborn son and

wrapped <sup>Blue</sup>him in swaddling cloths and laid <sup>Blue</sup>him in a manger, because there was no place for <sup>Green</sup>them

in the inn.

And in the same region there were shepherds out in the field, keeping watch over <sup>Green</sup>their flock by

night. The shepherds said to one another, "Let <sup>Green</sup>us go over to Bethlehem and see this thing that

has happened, which YHWH has made known to <sup>Green</sup>us." And <sup>Green</sup>they went with haste and found Mary

and Joseph, and the baby lying in a manger. And when <sup>Green</sup>they saw <sup>Yellow</sup>it, <sup>Green</sup>they made known the saying

that had been told <sup>Green</sup>them concerning this child. And all who heard <sup>Yellow</sup>it wondered at what the

shepherds told <sup>Green</sup>them. But Mary treasured up all these things, pondering <sup>Green</sup>them in <sup>Pink</sup>her heart. And

the shepherds returned, glorifying and praising God for all <sup>Green</sup>they had heard and seen, as <sup>Yellow</sup>it had

been told <sup>Green</sup>them.

# Lesson 69

(Today is a review lesson.)

**EXERCISE A** – Fill in the chart with the correct personal pronouns.

	Subjective Case	Objective Case	Possessive Case
<b>Singular</b>			
1 <sup>st</sup> Person	I	me	my mine
2 <sup>nd</sup> Person	you	you	your yours
3 <sup>rd</sup> Person	he	him	his
	she	her	her hers
	it	it	its
<b>Plural</b>			
1 <sup>st</sup> Person	we	us	our ours
2 <sup>nd</sup> Person	you	you	your yours
3 <sup>rd</sup> Person	they	them	their theirs

**EXERCISE B** – Circle all personal pronouns.

Abel was a keeper of sheep, and Cain a worker of the ground. In the course of time Cain brought to YHWH an offering of the fruit of the ground, and Abel also brought of the firstborn of his flock and of their fat portions. And YHWH had regard for Abel and his offering, but for Cain and his offering he had no regard. So Cain was very angry, and his face fell. YHWH said to Cain, “Why are you angry, and why has your face fallen? If you do well, will you not be accepted? And if you do not do well, sin is crouching at the door. Its desire is for you, but you must rule over it.”

Cain spoke to Abel his brother. And when they were in the field, Cain rose up against his brother Abel and killed him.

Then YHWH said to Cain, “Where is Abel your brother?”

**(continued on next page)**

He said, "I do not know; am I my brother's keeper?"

And YHWH said, "What have you done? The voice of your brother's blood is crying to me from the ground. And now you are cursed from the ground, which has opened its mouth to receive your brother's blood from your hand. When you work the ground, it shall no longer yield to you its strength. You shall be a fugitive and a wanderer on the earth."

Cain said to YHWH, "My punishment is greater than I can bear. Behold, you have driven me today away from the ground, and from your face I shall be hidden. I shall be a fugitive and a wanderer on the earth, and whoever finds me will kill me."

Then YHWH said to him, "Not so! If anyone kills Cain, vengeance shall be taken on him sevenfold." And YHWH put a mark on Cain, lest any who found him should attack him. Then Cain went away from the presence of YHWH and settled in the land of Nod, east of Eden.

Cain knew his wife, and she conceived and bore Enoch. When he built a city, he called the name of the city after the name of his son, Enoch.

(Genesis 4:2b-17, ESV)

# Lesson 70

(Today is a review lesson.)

**EXERCISE A** – Fill in the chart with the correct personal pronouns. For the second-person, use archaic pronouns.

	Subjective Case	Objective Case	Possessive Case
<b>Singular</b>			
1 <sup>st</sup> Person	I	me	my mine
2 <sup>nd</sup> Person	thee	thou	thy thine
3 <sup>rd</sup> Person	he	him	his
	she	her	her hers
	it	it	its
<b>Plural</b>			
1 <sup>st</sup> Person	we	us	our ours
2 <sup>nd</sup> Person	ye	you	your yours
3 <sup>rd</sup> Person	they	them	their theirs

**EXERCISE B** – Diagram each of these sentences on another sheet of paper.

1. Job lived in the land of Uz.
2. This man was blameless and upright.
3. He feared God and shunned evil.
4. He had seven sons and three daughters.
5. He owned many animals.
6. He had a large number of servants.
7. He was the greatest man among all the people of the East.
8. Satan came with the angels before YHWH.
9. He accused Job of fearing God for nothing.
10. Satan struck everything.
11. Job tore his robe and shaved his head.
12. He fell to the ground in worship.

(See next page for diagrams.)



① Job | lived

② man | was | blameless  
| this | and | upright

③ He | feared | God  
| and | Shunned | evil

④ He | had | sons  
| and | seven | daughters  
| three

⑤ He | owned | animals  
many

He | had | number  
p large

⑥ He | was | man  
the greatest

⑧ Satan | came

⑨ He | accused | Job

⑪ Job | tore | robe  
his  
and  
shaved | head  
his

⑩ Satan | struck | everything

⑫ He | fell

## Lesson 92

We are going to start transitioning away from lessons and start just applying knowledge and learning new concepts directly from the sentences we are analyzing. We will include notes and teaching hints with each sentence.

You will also notice that your student will only be analyzing a few sentences per day. As a reminder, to “analyze” means to do each of the 5 steps he wrote on page 2 of his Handbook.

1. Identify prepositional phrases.
2. Identify sentence patterns.
3. Find modifiers.
4. Find functions of subordinate clauses (if any).
5. Diagram the sentence.

### **EXERCISE A – Analyze the following sentences.**

1. The earth was without form and void, and darkness was upon the face of the deep.

The earth was without form and void, and darkness was upon the face of the deep.



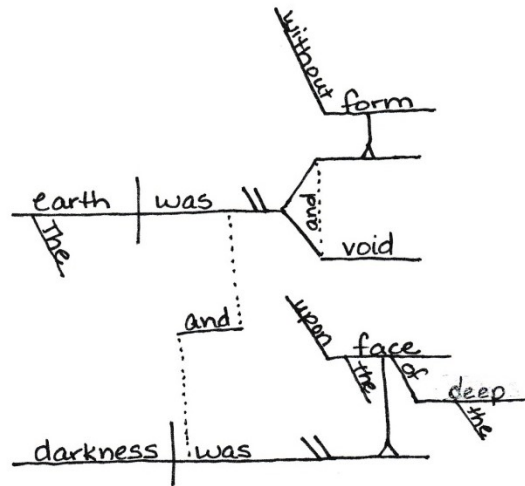
**Sometimes a prepositional phrase comes after a being verb. What kind of sentence pattern would this be?**

S      LV  
**earth was without form**

**Whatever comes after “was” should modify, or describe, the “earth.” In this sentence, “without form” comes after the linking verb and describe earth.**

**A prepositional phrase that comes after a linking verb is called an *adverbial*. It can be difficult at times to figure out if these prepositional phrases act more like adverbs or adjectives, but don’t worry. They are diagrammed very much like S LV PA. Can you see the difference?**

(See entire diagram on the next page.)

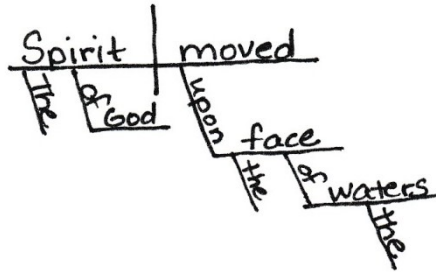


2. The Spirit of God moved upon the face of the waters.

The Spirit of God moved upon the face of the waters.

**This sentence should be fairly easy, once all the prepositional phrases have been marked.**

**Question: What does *of the waters* modify? *face***



3. God said, "Let there be light," and there was light.

S TrV DO Inv S  
God said, "Let there be light," and there was light.

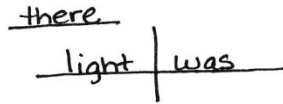
**You would think it would be very tricky to diagram a quotation, such as "Let there be light." But think through this step by step:**

- ✓ **What is the subject and verb? *God said.***
- ✓ **What did God say? This is the direct object.**
- ✓ **Everything that is included in the direct object (the entire quotation) is diagrammed in the direct object's spot.**

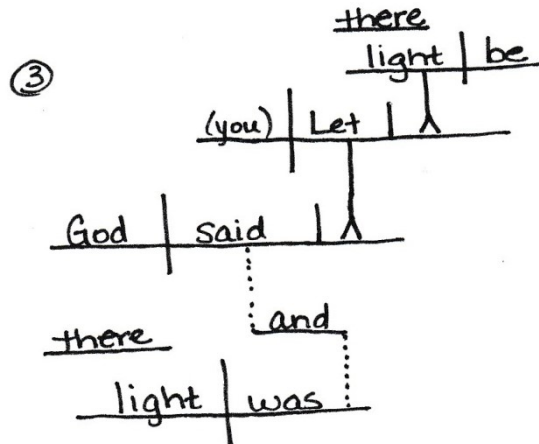
**Before you diagram, though, what about the word "there" in the second half of this sentence?**

When “there” appears at the beginning of a sentence, it is acting like the subject. But is it really the subject? No, not really. *Light* is the subject of the sentence.

The order of this sentence has been turned around.



Here is a diagram of the entire sentence:



# Lesson 123

**EXERCISE A** – Continue to set up your Handbook by copying the following onto page 21:

**Simple Sentence** – contains a subject and a verb and expresses a complete thought.

## Four Types

1. Declarative – makes a statement; ends with a period.

I will bless YHWH. (Psalm 34:1)

I | will | bless | YHWH  
at times  
all

2. Interrogative – asks a question; ends with a question mark.

Will you sweep away the righteous with the wicked? (Genesis 18:23)

You | will | sweep | righteous  
away | with | the  
wicked

3. Exclamatory – shows strong feeling; ends with an exclamation mark.

He already has ten! (Luke 19:25)

he | has | ten  
already

4. Imperative – gives a command; ends with a period or exclamation mark.

The subject of an imperative sentence is an “understood you.”

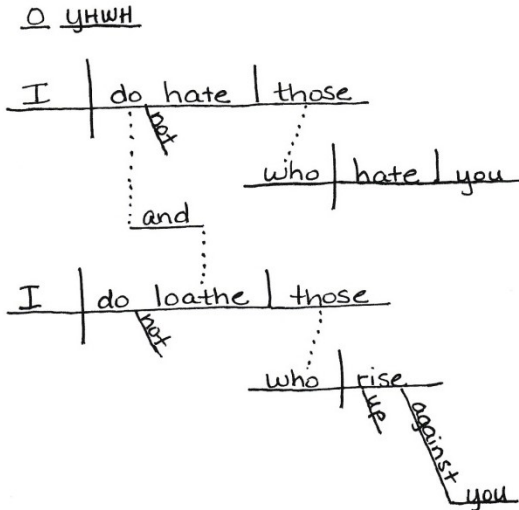
Be still! (Mark 4:39)

(You) | be | still

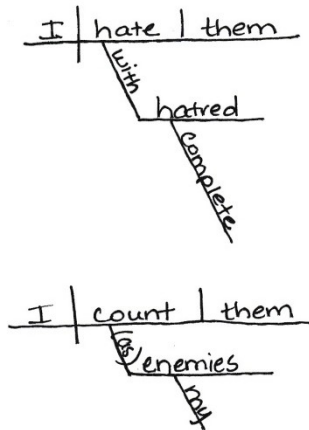
**EXERCISE B** – Analyze and diagram the following sentences. (Psalm 139:21-22, ESV)

1. <sup>S TrV Do</sup> Do I not hate those <sup>S TrV Do</sup> who hate you, O YHWH, <sup>S TrV Do</sup> and do I not loathe those <sup>S Inv</sup> who rise up against you?

Note: The word order of an interrogative sentence is reversed.



2. <sup>S TrV Do</sup> I hate them ~~with complete hatred~~; <sup>S TrV Do</sup> I count them ~~as my enemies~~.



## Lesson 157

---

When we speak or write in English, we show what “mood” we are in by the verbs we choose to use. Our mood shows our attitude toward what is being said. It might sound complicated, but we do it very naturally. Thankfully, English has only three moods. (Some other languages have as many as sixteen different moods!)

First there is the *indicative mood*. When we “indicate” something, we give facts about the real world, so the *indicative mood* tells facts. This is the mood we normally use.

**Example:**

**Paul decided to spend the winter at Nicopolis. (Titus 3:12)**

Secondly, there is the *imperative mood*. This one gives a command. The subject *you* is usually left out, unless we want to make special emphasis.

**Examples:**

**Be diligent to come to me at Nicopolis. (Titus 3:12)**

**You do it right now!**

Finally, there is the *subjunctive mood*. This one is something imaginary or hopeful. We use it when we say “if this, then that...” or “I wish...”

**Example:**

**If you were Abraham’s children, you would do the works of Abraham. (John 8:39)**

**Long live the king! (1 Samuel 10:24)**

**Let’s do Exercise A together.**



**EXERCISE A** – Tell if the sentence is in the (IND) *indicative*, (IMP) *imperative*, or (SUB) *subjunctive* mood. (Psalm 139)

IND 1. You have searched me, YHWH, and you know me.

IND 2. You are familiar with all my ways.

IND 3. Where can I flee from your presence?

SUB 4. If I go up to the heavens, you are there.

IND 5. I praise you because I am fearfully and wonderfully made.

IND 6. All the days ordained for me were written in your book before one of them came to be.

SUB 7. Were I to count them, they would outnumber the grains of sand.

SUB 8. If only you, God, would slay the wicked!

IMP 9. Away from me, you who are bloodthirsty!

IMP 10. Search me, God, and know my heart.

**EXERCISE B** – Rewrite the following sentences as indicated. Answers may vary.

1. If I were to go with you even for a moment, I might destroy you. (Exodus 33:5) – Change to the *indicative* mood.

*I will destroy you when I go with you even for a moment.*

2. Just as we fully obeyed Moses, so we will obey you. (Joshua 1:17) – Change to the *subjunctive* mood.

*If we would have fully obeyed Moses, we would also obey you.*

3. Listen now to me and I will give you some advice. (Exodus 18:19) – Change to the *indicative* mood.

*When you listen to me, I will give you some advice.*

4. May the name of the Lord be praised. (Job 1:21) – Change to the *imperative* mood.

*Praise the name of YHWH.*

5. Only may the Lord your God be with you as he was with Moses. (Joshua 1:17) – Change to the *indicative* mood.

*YHWH your God will be with you as He was with Moses.*

## Lesson 174

---

*Today is a review day.*

**EXERCISE A** – Continue to set up your Handbook by copying the following examples onto page 30:  
Hyphen

A hyphen is used to join separate words together:

1. multiword numbers from twenty-one to ninety-nine

*ninety-nine sheep*

2. fractions, between the numerator and denominator

*one-tenth of an ephah*

3. several words functioning as a modifying unit before a noun

*thank-you note*

### Dash

A dash is used to interrupt a sentence, often to place strong emphasis on what the writer is saying. Many times – but not always – this interruption will fall at the end of a sentence.

Usually the phrase set off by the dash will function as an appositive, since it renames the noun in front of the dash.

### Parentheses

Parentheses often enclose information that is clearly less important than the rest of the sentence.

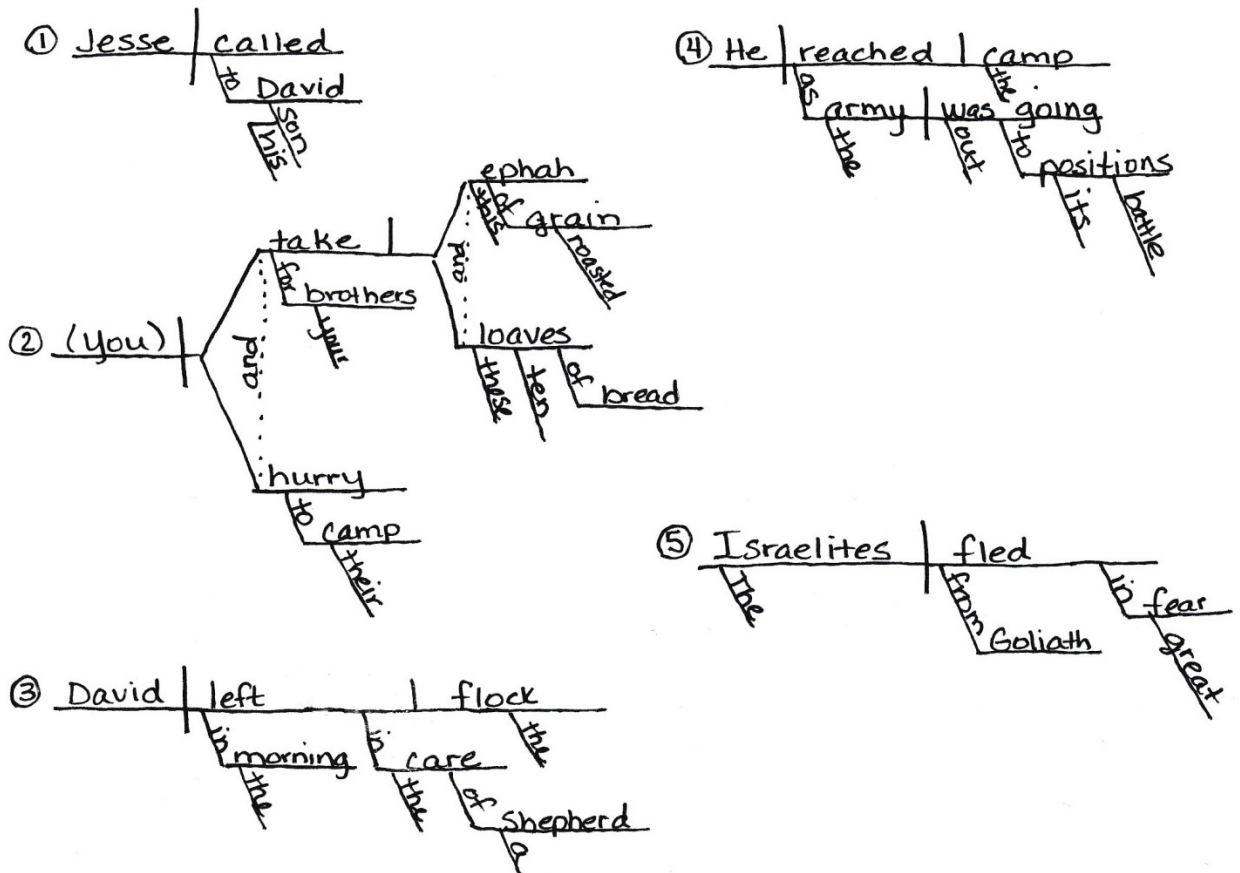
Examples:

*The thirteenth chapter of Romans begins, “Let every soul be subject unto the higher powers” (Romans 13:1).*

*An important verse to remember is, “Let every soul be subject unto the higher powers.” (This is found in Romans 13:1).*

**EXERCISE B** – Analyze the following sentences from 1 Samuel 17.

1. <sup>S</sup> Jesse <sup>Inv</sup> called to his son David.
- (You) 2. <sup>S</sup> Take this <sup>DO</sup> ephah of roasted grain <sup>and</sup> these ten <sup>DO</sup> loaves of bread for your brothers <sup>and</sup> hurry to their camp.
3. In the morning <sup>S</sup> David <sup>TrV</sup> left the flock in the care of a shepherd.
4. <sup>S</sup> He <sup>TrV</sup> reached the camp as the <sup>DO</sup> army <sup>S</sup> was going out to its battle positions.
5. The <sup>S</sup> Israelites <sup>Inv</sup> fled from Goliath in great fear.

**EXERCISE C** – Diagram each sentence in Exercise A.

We hope this sample has been helpful to you!

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