

Teacher Key

# GRAMMAR

## & Composition

### WORK-TEXT

Sixth Edition

# I



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## *Grammar and Composition I*

Sixth Edition

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### Cataloging Data

Chapman, James A.

Grammar & composition I: Work-text / James A. Chapman--6<sup>th</sup> ed.

vi, 330 p. : col. ill. ; 26 cm.

Includes index.

1. English language—Grammar 2. English language—Composition and exercises

III. Abeka Book, Inc.

Library of Congress: PE 1112 .C45 2017

Dewey System: 425



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## Using Manuscript Form

Observe these rules for using abbreviations.

a. The following social titles are always abbreviated when they appear before a name:

Mrs. Mr. Dr.

**Note:** Spell out the title *doctor* when using it without a name.

I visited Dr. Johnson's office when I had the flu.

I visited the doctor's office when I had the flu.

b. Use abbreviations for scholastic degrees after a name. Notice that a comma precedes the abbreviation. In the middle of a sentence, place a comma before and after the abbreviation.

Sharon Sadosky, R.N. Andrew Thomas, M.A. Christine Florendo, Ph.D.

c. Use the abbreviations *Jr.*, *Sr.*, (*Junior*, *Senior*) after a full name (first and last name).

Robert Jones, Sr. Mrs. Thomas Jackson, Jr. *It may be acceptable not to include a comma before these abbreviations.*

d. The titles *Reverend* and *Honorable* may be abbreviated if used with the full name.

Reverend Cole (correct), but not Rev. Cole

Rev. Peter Cole (correct)

**Note:** The titles *Reverend* and *Honorable* must be written out if preceded by *the*.

The Rev. Peter Cole will be the speaker. (incorrect)

The Reverend Peter Cole will be the speaker. (correct)

e. Use the abbreviations *a.m.* (before noon) and *p.m.* (after noon) for time designations. (To be exact, 12:00 m. refers to *noon*, and 12:00 p.m. to *midnight*, but to avoid confusion, do not use *m.* or *p.m.* for *noon* or *midnight*: use the words *noon* or *midnight* instead.)

We opened the shop at 7:00 a.m. and closed it at 4:00 p.m.

They came to the shop at noon on Thursday.

They stayed at our house until midnight to usher in the new year.

**Note:** Do not use *o'clock* with figures and *a.m.* or *p.m.* Time of day is usually spelled out unless the exact time is to be emphasized.

We opened the shop at seven o'clock in the morning. (*not 7:00 o'clock a.m.*)

f. Use the abbreviations *A.D.* (in the year of the Lord) and *B.C.* (before Christ) for date designations. *A.D.* should precede the year number, and *B.C.* should follow it.

The fall of Nineveh in 612 B.C. occurred about 1,100 years before the fall of Rome in A.D. 476. *It may be acceptable not to include periods within these abbreviations.*

g. Abbreviations for well-known organizations are acceptable.

DOT CIA USCG FDA IRS

**Note:** It is general practice to omit periods for abbreviations of organizations.

h. Do not use *&* or *+* for *and*.

Joy & Aaron will be going to the park. (incorrect)

Joy and Aaron will be going to the park. (correct)



## 2 Observe these rules for writing numbers.

- a. In nonscientific writing, spell out all numbers of one or two words.

sixteen      twenty-three      five hundred      thirty-eight thousand

**Note:** Year numbers and numbers referring to parts of a book are written as figures (except at the beginning of a sentence) and do not affect the writing of other numbers in the sentence.

4 B.C.      A.D. 120      page 41      chapter 7      unit 21

In the year 1976, our country celebrated two hundred years of independence.

- b. If you are writing several numbers, some of them only one or two words and some more than two, use figures for all that pertain to the same category.

We passed out 318 flyers and had only 33 left over. (same category)

The event ended at 4:00 p.m., and we had been there two hours. (different categories)

- c. Do not begin a sentence with figures.

5 boys chose to play basketball rather than football. (incorrect)

Five boys chose to play basketball rather than football. (correct)

- d. Write out numbers like *first*, *sixth*, *forty-third*, and so on.

second (not 2nd)      tenth (not 10th)      thirty-eighth (not 38th)

- e. Names of numbered streets under one hundred are preferably written out.

Ninth Avenue      Thirty-seventh Street



**Exercise** Cross out any errors in manuscript form and make corrections where necessary.

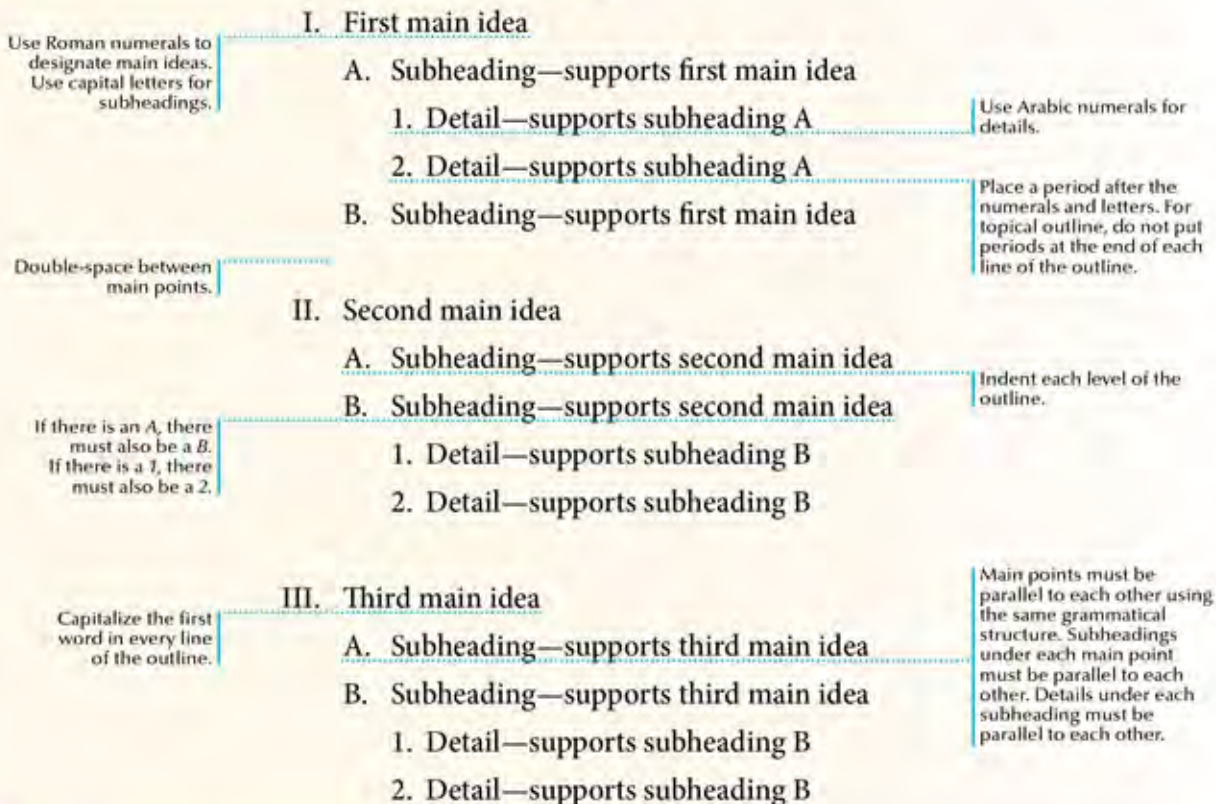
- Tomorrow at 6:00 p.m. ~~in the evening~~ we will hear <sup>Reverend</sup> Rev. Smith preach.
- <sup>Ten</sup> 10 of the Canadian provinces have more than one million people, <sup>and</sup> & Ontario has more than ten million.
- During the past <sup>three</sup> 3 weeks <sup>Dr.</sup> Doctor Gavin has seen <sup>185</sup> one hundred eighty-five patients.
- There were <sup>three</sup> 3 sets of antique china at the store on the corner of Floyd Street and <sup>Second</sup> 2nd Avenue.
- By <sup>A.D. 100</sup> 100 A.D., all <sup>sixty-six</sup> 66 books of the Bible had been written.
- Jake's dad, Jacob Houghton, <sup>Sr.</sup> Senior, will be meeting us at two o'clock <sup>in the afternoon</sup> p.m.: (or 2:00 p.m.)
- Page <sup>5</sup> five of my history book records <sup>2300 B.C.</sup> B.C. 2300 as the approximate date for the Flood.
- <sup>(or The Reverend)</sup> The Rev. Robert White <sup>and</sup> + his children will sing in the 10:00 a.m. service.
- Late in 2007, we traveled through <sup>four</sup> 4 states and visited a pioneer village demonstrating life in the <sup>nineteenth</sup> 19th century.
- There were <sup>two hundred</sup> 200 books distributed to five <sup>first</sup> 1st grade classrooms.

## Using Proper Outline Form

An outline is an orderly list of the main ideas in an oral or a written composition. Outlines are often created to record ideas from lectures and sermons, to record thoughts from one's reading, and to guide one's writing.

In this unit, you will learn how to construct two kinds of outlines: *sentence* and *topical*. In a *sentence* outline, the points are stated as sentences; in a *topical* outline, the points are stated as words or phrases.

### 1 Make the outline according to the following form:



### 2 The following illustrates parallelism in a topical outline.

#### STARS

##### Not Parallel

- I. White or yellow stars
- II. Some stars red
- III. Blue-white are hottest.

##### Parallel

- I. White or yellow stars
- II. Red stars
- III. Blue-white stars



**Exercise**

In the space provided, rewrite the following topical outline, correcting all errors in form. Check it by the rules on p. 240.

- |                              |                     |
|------------------------------|---------------------|
| I. Non-green plants          | I. Non-green plants |
| A. Yeasts.                   | A. Yeasts           |
| B. Molds.                    | B. Molds            |
| C. Mushrooms.                | C. Mushrooms        |
| II. green plants             | II. Green plants    |
| A. Simple plants             | A. Simple plants    |
| 1. algae                     | 1. Algae            |
| 2. Mosses are simple plants. | 2. Mosses           |
| B. Vascular plants           | B. Vascular plants  |
| 1. spore-forming             | 1. Spore-forming    |
| 2. Seed-forming              | 2. Seed-forming     |

## Steps to Preparing an Outline

Follow these steps to prepare an outline.

- 1 Make a list of ideas that support your subject.** List the ideas as they occur to you. Do not be concerned about the order.
- 2 Cross out any unnecessary or unrelated ideas.**
- 3 Determine the main points.** Sometimes you will find these main points in your list of ideas, but you may have to make up some points.
- 4 Write a thesis (or statement of purpose) beginning with the paper's topic and ending with the main points.**  
*Thesis:* Animal habitats can be either terrestrial or aquatic.
- 5 Group the remaining ideas under the main points.**
- 6 Decide which ideas will be subheadings and which ideas will be supporting details.** You may have to add some subheadings.
- 7 Arrange the main points and subpoints in some clear order (chronological, order of importance, etc.).**
- 8 State the points of each division in parallel form.**
  - a. If the outline is to be a *topical outline*, make sure that each point is only a word or phrase.
  - b. If the outline is to be a *sentence outline*, make sure that all the points are complete sentences.
- 9 Choose an appropriate title for your outline that indicates your subject and purpose.**

## Manuscript Form

### Using Manuscript Form

#### 1. Observe these rules for using abbreviations. (p. 2)

- a. The following social titles are always abbreviated when they appear before a name:

Mrs.      Mr.      Dr.

**Note:** Spell out the title *doctor* when using it without a name.

I saw Dr. Mitchell for my checkup.

The doctor's office is next to the hospital.

- b. Use abbreviations for scholastic degrees after a name. Notice that a comma precedes the abbreviation. In the middle of a sentence, place a comma before and after the abbreviation.

Thom Johnson, Ph.D.      Anna McLockly, B.S.      Marc Allen, B.S.N., R.N.

- c. Use the abbreviations *Jr.*, *Sr.* (*Junior*, *Senior*) after a full name (first and last name).

Jacob Williams, Sr.      Mrs. Glenn Wilson, Jr.

- d. The titles *Reverend* and *Honorable* may be abbreviated if used with the full name.

Reverend Zimmerman (*correct*), but not Rev. Zimmerman

Rev. Joseph Zimmerman (*correct*)

**Note:** The titles *Reverend* and *Honorable* must be written out if preceded by *the*.

The Rev. Joseph Zimmerman will be the speaker. (*incorrect*)

The Reverend Joseph Zimmerman will be the speaker. (*correct*)

- e. Use the abbreviations *a.m.* (before noon) and *p.m.* (after noon) for time designations. (To be exact, 12:00 m. refers to *noon*, and 12:00 p.m. to *midnight*, but to avoid confusion, do not use *m.* or *p.m.* for *noon* or *midnight*; use the words *noon* or *midnight* instead.)

We opened the bookstore at 7:00 a.m. and closed it at 4:00 p.m.

They came to the meeting at noon on Friday.

We stayed at our meeting until midnight in order to complete all business.

**Note:** Do not use *o'clock* with figures and *a.m.* or *p.m.* Time of day is usually spelled out unless the exact time is to be emphasized.

We started work at seven o'clock in the morning (*not* 7:00 o'clock a.m.).

- f. Use the abbreviations *A.D.* (in the year of the Lord) and *B.C.* (before Christ) for date designations. *A.D.* should precede the year number, and *B.C.* should follow it.

Rome fell in A.D. 476 to the Germanic leader Odoacer.

- g. Abbreviations for well-known organizations are acceptable.

DEA      FBI      NFL      USMC

**Note:** It is general practice to omit periods for abbreviations of organizations.

- h. Do not use & or + for *and*.

Jack & Katie will be at the softball game. (*incorrect*)

Jack and Katie will be at the softball game. (*correct*)



TEACHER SUPPLEMENT  
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# English Grammar in Christian Perspective

## The Abeka Philosophy of English Grammar

### ◆ Language: A Gift from God

The Abeka Grammar and Composition Series is written from the Christian perspective that *language is a gift from God to man*. Language sets mankind apart from all other living things. With this wonderful gift, man can think, reason, and speak; he can study God's Word and learn of His ways; and he can share the gospel with others.

Modern linguists reject the truth of Creation and embrace the evolutionary philosophy that language, like man, *evolved*. They try to explain speech as a chance discovery made by primitive man and developed over the centuries from crude grunts and gibberish into the myriad of complex languages spoken around the world today. Yet to speak, one must think, and to think, one must have language. So which came first, language or speech?

The Christian perspective of language does not have this problem of logic. **The biblical account of Creation explains the origin of man and language** with four simple words—“*In the beginning, God. . .*” God created language when He breathed into man the breath of life. Adam could name all the animals and communicate with Eve, his wife, using the gift of language created by God in the beginning.

### ◆ Grammar Instruction

This grammar and composition program has a **twofold purpose: to emphasize the orderly structure of our language and to train students to use the English language effectively**. The injunction to “*let all things be done decently and in order*” can be readily applied to language. Modern linguists believe that language remains

in a constant state of evolution and that those who teach a standard of correct grammar are hindering the “evolutionary process” of language development.

Theirs is a “transformational” grammar that is constantly changing as it is carelessly used in speech and in writing. They insist that language should be free from rules and restraints since there is no *correct* way to order a sentence, to use a word, or even to spell. In this way, the philosophy of *relativism* has infiltrated the English language classroom and eroded the ability of many students to communicate effectively. **The Christian perspective calls for standards of correct grammar, usage, and spelling** to preserve our language from deteriorating into utter confusion.

### ◆ Skills for Effective Communication

The goal of the Abeka Grammar and Composition Series is to equip students with the tools they need to become effective communicators both in speaking and in writing. The carefully devised lessons, exercises, and writing assignments in each work-text teach students to recognize the different parts of speech, to fit these parts of speech together to form sentences, to join sentences together to make paragraphs, and to organize paragraphs into compositions. Students are taught to develop complete and orderly thoughts and to communicate those thoughts in language that is clear and concise.

In a day of poor and lazy language skills, **Abeka teaches students the essentials of correct grammar and standard usage and prepares them to use God's gift of language effectively** in years to come.