

# God's Gift of Language

Grammar & Writing  
Work-Text



 **abeka.**  
LANGUAGE ARTS SERIES



**Effective Communication** (i·fĕk'tiv kə·myōō'nĭ·kā'shən) *noun*  
information delivered in a way that produces the intended results.

As parents and teachers, we desire to train our young people to communicate effectively. However, a student's knowledge or even mastery of the rules of grammar is of little value if he cannot practically apply them, using them to communicate effectively.

*God's Gift of Language 4* work-text gives students opportunity to make individual application of that day's concepts under the guidance of the teacher. Language 4 Curriculum Lesson Plans not only systematically teach the skills of grammar, but also provide opportunities for students to use those skills in class application, editing, discussion, collaborative review, etc. *God's Gift of Language 4* Teacher Edition provides teachers with practical ideas, suggestions, and information for maximum benefit of each day's work-text page.

Language 4 provides a purposeful plan for building effective communicators based on the foundations of a biblical worldview, critical thinking, and the traditional rules of grammar and mechanics.

## *God's Gift of Language 4*

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## Cumulative Review



A **sentence** is a group of words that expresses a **complete thought**. A sentence begins with a capital letter and usually ends with a period.

Developed the first compass.

This is only part of a thought. *Who* developed the first compass?

The Chinese developed the first compass.

This is a complete thought—a sentence.



Write **yes** if the group of words is a sentence.  
Write **no** if the group of words is not a sentence.

1. \_\_\_\_\_ You can see the compass rose design under the needle of the compass.
2. \_\_\_\_\_ The compass rose has thirty-two points on it.
3. \_\_\_\_\_ Each referring to a wind direction.
4. \_\_\_\_\_ Standing for the four cardinal directions.
5. \_\_\_\_\_ Some compass roses have only four points.
6. \_\_\_\_\_ The cardinal directions north, south, east, and west.
7. \_\_\_\_\_ A baseplate compass's clear base makes navigating with a map easy.
8. \_\_\_\_\_ The most common type of compass.
9. \_\_\_\_\_ Travelers find their way more easily with a compass.

Proofreader's marks: ≡ capitalize    ^ insert something

≡ mix sugar with lemon juice and water to make lemonade. ^



Use proofreader's marks to mark which letters should be capital letters and to insert a period at the end of each sentence.

1. lemonade is refreshing on a hot day
2. i want a tall, icy glass now
3. we can make some fresh lemonade after school
4. lemonade is a delicious treat



Use each group of words to write a sentence.

1. Jarod and Cyrus \_\_\_\_\_.
2. After the basketball game, \_\_\_\_\_.
3. \_\_\_\_\_ enjoyed watching from the stands.



A **fragment** is a part of a sentence that does not express a complete thought. *Invented in 1795.*

Correct a fragment by completing the thought.

*The pencil was invented in 1795.*

A fragment can also be corrected by joining it to another sentence.

*The pencil was invented in 1795, <sup>lc</sup>in France.*

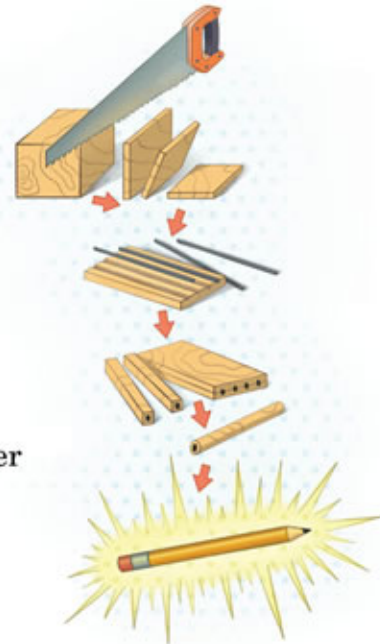
*The pencil was invented in 1795 in France.*

≡ capitalize    ^ insert    lc lowercase    ✎ delete



(1) Write **F** before each group of words that is a fragment. Write **S** before each group of words that is a sentence. (2) Use proofreader's marks to mark which letters should be capitalized and to insert punctuation at the end of each sentence.

- \_\_\_\_\_ wood blocks are trimmed into thin slats
- \_\_\_\_\_ a series of grooves
- \_\_\_\_\_ are cut into the slats
- \_\_\_\_\_ made of a mixture of graphite and clay
- \_\_\_\_\_ long strips of lead are placed into the grooves
- \_\_\_\_\_ another slat of wood is glued to the first
- \_\_\_\_\_ held together with clamps until the glue is dried
- \_\_\_\_\_ the glued slats are cut into individual strips
- \_\_\_\_\_ each strip of glued slat has a piece of lead at its center
- \_\_\_\_\_ the pencils are shaped and trimmed



Use proofreader's marks to correct each fragment.

- The strip of metal that holds the eraser to the pencil. Is called the ferrule.
- A machine puts the ferrule onto the pencil. Before it adds the eraser.
- Pencils were not always sold. With attached erasers.
- Today, erasers are made from rubber. Or vinyl.



Use the fragment to write a sentence.

a broken pencil on the floor \_\_\_\_\_



A preposition, its object, and all the words in between the two are called a **prepositional phrase**.

(In factories) (in some European countries), each piece  
(of a bassoon) | is carefully made and attached.

**Think!** **A** Put parentheses around the prepositional phrase. *The preposition is bold.*

1. Solid pieces (**of** wood) are hollowed out, sanded, and polished (**to** a fine shine).
2. Drills bore many holes **into** the cylinders **of** wood, each **in** its proper place.
3. Several pieces **of** the hollowed wood are combined **into** one bassoon.
4. **In** all, a bassoon is made **of** six separate pieces, but not all **of** them are made **of** wood.
5. Even **with** both hands **on** the instrument, a musician will still need help **with** the support **of** the bassoon.
6. Several types **of** straps or harnesses can support the weight **of** the instrument.

**Think!** **B** (1) Mark the sentence. (2) Draw parentheses around each prepositional phrase. (3) Circle the object of the preposition.

1. The bassoonist | holds his instrument (across his (body)) (with his (hands)).
2. He uses a specific combination of keys and holes for each note.
3. Typically, the voice of the bassoon stays in the lower range of notes.
4. In many orchestra pieces, the bassoon plays with the cello.
5. At the beginning of the second movement of Dvořák's "Symphony No. 9", a solo is played by a bassoonist.

**Remember!** **C** (1) Identify each sentence by writing **Dec.**, **Int.**, **Imp.**, or **Exc.**  
(2) Use proofreader's marks to insert end punctuation.

1. \_\_\_\_\_ My next-door neighbors are moving away
2. \_\_\_\_\_ What can I do to help them during this busy time
3. \_\_\_\_\_ I might mow their lawn, walk their dog, or wash their car while they are packing
4. \_\_\_\_\_ I will miss them so much
5. \_\_\_\_\_ Pray that God will protect them as they move
6. \_\_\_\_\_ I am glad that I am old enough to help others





Every **preposition** has an *object*. If there is no object, the word is often acting as an **adverb**.

Our band room is (**down the hall**).

Mom wants us to put our homemade drums **down**.

**Think!** **A** (1) Mark the sentence. Draw parentheses around each prepositional phrase.  
(2) Identify the bold word by writing **Prep.** for preposition or **Adv.** for adverb.

1. \_\_\_\_\_ Before the concert, many orchestra members were warming **up**.
2. \_\_\_\_\_ The large crowd made it warm **in** the auditorium.
3. \_\_\_\_\_ Mr. Black cannot hold the enormous contrabass saxophone **without** help.
4. \_\_\_\_\_ Mr. Black sits in a chair and sets his saxophone **between** special supports.
5. \_\_\_\_\_ **After** the performance, the crowd gave a huge round of applause.
6. \_\_\_\_\_ The curtain came **down** at the end of the concert.

**Write!** **B** Write an interrogative sentence using the preposition **to**. Circle the object of the preposition.

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**Remember!** **C** (1) Mark the sentence for diagramming. Circle each conjunction.  
(2) Diagram the sentence.

Liam will play his viola now, but Anna will practice her clarinet later.

# Glossary

## Adjective

a word that describes (modifies) a noun or pronoun (pp. 103–105)

- An adjective may answer one of these questions.

What kind? **fluffy** kittens

How many? **five** pencils

Which one? **this** Saturday

How much? **few** bananas

Whose? **Daniel's** tuba

- **Articles:** the adjectives *a*, *an*, and *the* (p. 107)
  - › Use *a* before words that begin with a consonant sound.
  - › Use *an* before words that begin with a vowel sound.

Examples: *a* bald eagle    *an* eagle

- **Comparing with adjectives** (pp. 112–113)
  - › Add *-er* to most adjectives when comparing two nouns.
  - › Add *-est* to most adjectives when comparing three or more nouns.

Examples: A pound is *heavier* than an ounce.

Of all the boxes, this is the *heaviest* box we have moved today!

- › Add *more* before a longer adjective when comparing two nouns.
- › Add *most* before a longer adjective when comparing three or more nouns.

Examples: This article on penguins is *more interesting* than the last one I read.

This is the *most interesting* book I have ever read! (compared to all others)

- › Use *fewer* or *fewest* to compare nouns that can be counted.
- › Use *less* or *least* to compare nouns that cannot be counted.

Examples: There are *fewer* roses in the green vase than in the white vase.

There is *less* water in the green vase than in the white vase.

- › Some adjectives change completely when used to compare. (p. 113)

Describe **one**

good

bad

many

little

Compare **two**

better

worse

more

less

Compare **three or more**

best

worst

most

least

- **Possessive adjective:** a possessive noun or pronoun that comes before a noun. It answers the question *Whose?* (p. 106)

Examples: *my* gloves

*dog's* dish





**Think!** **A** Mark the  next to the set of guide words that each entry word would come between.

- |             |  |              |  |
|-------------|--|--------------|--|
| 1. Botswana | <input type="radio"/> bottleneck/bounteous | 5. Norway    | <input type="radio"/> nonfiction/Nordic  |
|             | <input type="radio"/> borne/bottle         |              | <input type="radio"/> normal/North Star  |
|             | <input type="radio"/> booth/boring         |              | <input type="radio"/> northward/notch    |
| 2. Liberia  | <input type="radio"/> liberate/lieutenant  | 6. Chile     | <input type="radio"/> chic/child         |
|             | <input type="radio"/> lever/liberality     |              | <input type="radio"/> chino/chivalry     |
|             | <input type="radio"/> life/light           |              | <input type="radio"/> childhood/Chinese  |
| 3. Denmark  | <input type="radio"/> delivery/democracy   | 7. Australia | <input type="radio"/> auricle/authorship |
|             | <input type="radio"/> demise/den           |              | <input type="radio"/> aster/audio        |
|             | <input type="radio"/> Denali/deny          |              | <input type="radio"/> attentive/audience |
| 4. Russia   | <input type="radio"/> runabout/rural       | 8. Sweden    | <input type="radio"/> swede/swelter      |
|             | <input type="radio"/> ruler/run            |              | <input type="radio"/> swan/sweaty        |
|             | <input type="radio"/> ruse/rye             |              | <input type="radio"/> swept/switch       |

**Think!** **B** Circle the correct homonym in parentheses. *You may use a dictionary to check your answers.*

1. William's team (one, won) the Bible quiz championship.
2. Jackson (threw, through) the ball to his dog Sprocket.
3. Several (dear, deer) grazed in the meadow.
4. Hannah (road, rode) her horse in the parade.
5. Which ride at the (fair, fare) did you like best?
6. As the king sat on his (throne, thrown), he extended his golden scepter to Queen Esther.
7. Make a (right, write) turn at the next stoplight.
8. The fragrant (cent, scent) of the flowers filled the air.

Lesson 46

Write a proper noun for each common noun.

Common	Proper
1. teacher	_____
2. book	_____
3. state	_____
4. month	_____
5. child	_____

Lesson 47

(1) In each pair of nouns, circle the common noun. (2) Use proofreader's marks to mark which letters should be capitalized in each proper noun.

1. jason	2. friday	3. language	4. city	5. country
boy	day	spanish	chicago	canada

Lesson 48

Use proofreader's marks to mark capitalization.

- We celebrate christmas each december.
- My friend abigail will visit us this spring.
- We planned a surprise birthday party for aunt ruth on saturday.
- In the Northern Hemisphere, the summer months are june, july, and august.
- My brother went to alaska last summer.

Lesson 50

Use proofreader's marks to mark capitalization.

- In january, i began reading the book of isaiah which is in the old testament.
- In isaiah, jesus is called by many different names.
- In another portion of scripture, He is known as emmanuel.
- After i finish reading isaiah, i would like to read the book of daniel.
- Dad is reading the book of romans in the new testament.