

APPLICATIONS OF GRAMMAR / BOOK 1

Basics for Communicating Effectively



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APPLICATIONS OF GRAMMAR, BOOK 1

BASICS FOR COMMUNICATING EFFECTIVELY

Includes glossary and index

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PREFACE

This book is intended to lay a proper foundation for the student's effectiveness in communicating with the English language. The student will learn the basics of English grammar, including the definition and usage of verbs, nouns, adjectives, adverbs, and other parts of speech. In addition, the student will examine how these are to be properly used in phrases, clauses, sentences, paragraphs, and composition. The *Applications of Grammar* series is designed to develop students' skills in using the rules of grammar to communicate effectively for the glory of God.

While some today would discard the need for grammar, this text affirms that the learning of grammatical rules and their proper usage is foundational to good communication. The distinctions between words, their relation to each other in a sentence, and the rules that govern language are the basic building blocks of writing well.

This text is designed to be read carefully by the student so that he may review the grammar knowledge he has already learned and build upon it with new skills. Each lesson should be read carefully and reviewed as necessary. Some of the words used in the text may be new to the student's vocabulary, and their spelling unfamiliar. Therefore, a glossary and index are located at the back of this volume to provide students and teachers with additional reference material.

Many of the lessons will require use of a dictionary. While an unabridged dictionary would be useful, a standard, full-sized, collegiate-level dictionary will be more useful. Small, pocket-size, or greatly abridged desktop editions will likely not provide the amount of information which the student will need to complete many of the lessons in this book. It would also be helpful if the student had access to a set of encyclopedias or other reference works. These will be useful in the several writing assignments included in this textbook. If your school or home does not have adequate resources of this nature, you should visit your local library.

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Introduction

Students often wonder why they have to study grammar and composition when they already know how to talk and write. Although basic communication skills may be evident, every student needs to thoroughly learn not only how language works but how to use it accurately. In order to speak and write well, students must acquire a proper understanding of grammatical definitions, functions, structures, and rules so that they may verbalize their thoughts with clarity and precision. Few skills are more important to Christian students than the ability to effectively communicate through the written and spoken word.

THE CHRISTIAN VIEW OF LANGUAGE

The student will be able to study language more purposefully if he begins with an understanding of the Christian view of language. Sadly, some students merely study language and grammar because they have been made to do so. They fail to grasp that, because we are made in God's image, good communication is essential to our service of God. As an image bearer of God, the student should consider how the Bible can direct his study of language. Through faith in Jesus Christ he can be reconciled to God and learn how to use language to the end for which it was created. Because language did not originate with us, we do not have the right to use it any way we wish. We must be guided by the Bible. Language skills are not neutral; they must be oriented toward reading, writing, and speaking the truth in love. Linguistic abilities should be developed as part of the student's chief end to glorify God and enjoy Him forever.

GOD IS THE ORIGIN OF LANGUAGE

In the beginning God created the heaven and the earth. And the earth was without form and void; and darkness was upon the face of the deep. And the Spirit of God moved over the face of the waters. And God *said* ... (Genesis 1:1-3).

God is the origin of language, for the three persons of the Trinity spoke to each other before time began. When the Father, the Son, and the Holy Spirit speak to each other eternally, their communication is perfect; there is never one word of misunderstanding! The Son of God is called the *Word* of God and the Holy Spirit searches the mind of God and communicates with spiritual words (1 Corinthians 2:10-13). When God created the heavens and the earth, He spoke it into existence by the Word of His power. When He spoke, He uttered a series of sounds—audible symbols which communicated His meaning and brought the creation into being. When God spoke, His Word conveyed both infinite power and eternal meaning—*infinite power* because He manifested His absolute will, and *eternal meaning* because He expressed His infinite mind. His infinite wisdom is revealed in creation, and the creatures He has made serve the purpose of communicating His glory. Thus the rock, for example, is used as a picture of God's unchanging character. Creation itself was designed to provide the basic terms and environment for language.

GOD GAVE MAN THE GIFT OF LANGUAGE

When God created man in His own image, He gave him the gift of language—the ability to communicate with words. He gave man the ability, like Himself, to convey meaning with his words, but He did not impart the infinite creative power of His speech. Thus, God’s Word is the final authority, and men are to speak in submission to that Word. The language of man is to be subject to God, for man by his speech has no power to create or change what God has made. Yet there is a great power to human speech. It not only sets on fire the course of our lives but the course of history as well (James 3:6).

Because language is a gift of God, it has a purpose. It was given first of all as the means by which God would communicate to man. As such, it has a high and holy place in our lives. From the beginning God chose to communicate with man. The first words spoken to Adam and Eve were His charge, “Be fruitful, and multiply, and replenish the earth...” (Genesis 1:28). God’s desire to communicate with Adam and Eve in the Garden of Eden was central to their fellowship. They “heard the voice of the Lord God walking in the cool of the day...” (Genesis 3:8). Secondly, language was given so that man would respond to God. God created mankind to praise His name and answer His call. Thirdly, it was given for men to communicate with each other in subjection to God’s word. People were given the ability to talk to one another and thereby develop marriage, the family, and other social relationships. The primary instrument for building these relationships is verbal communication. God’s purpose for language should direct our study of it.

RULES FOR COMMUNICATION

For many students, rules are a burden to be disregarded. But the student who is willing to submit to God’s order will seek to develop precision in communicating. Because God is a God of order and truth, He has demonstrated the proper use of language in His speech from the dawn of history. For people to communicate properly and effectively with one another, God not only gave language but with it the basic principles of good communication. This does not mean that we have a divinely revealed set of rules from God, but we can learn from the Bible’s use of language and build upon the principles that have been learned in the past. In particular, the Bible and the Christian religion have had a central role in molding the English language.

Consequently, the study of grammar—the body of rules for speaking and writing—should be based on the fact that God is the Creator of language and thereby the originator of its order. Good grammar reflects His logic and manifests the orderly structure of His mind. By learning the rules of proper usage, the student will know how to make his thoughts known and communicate in a compelling manner. His purpose is not simply to be able to communicate, however, but to use language effectively to communicate God’s truth.

Language and grammar are not mere human conventions which spring from chance evolution to fill a human need. Language expresses a people’s culture, religion, and history. This is why language changes over time. Each language has its own characteristics and rules of usage. But every language displays an underlying unity with other languages. Every language is a verbal system of communication. Each has similar patterns of grammar, though not expressed in exactly the same way. Yet at bottom, the basic principles of grammatical structure are common

to every language, which is why writings from one language can be translated into another. While the basic principles of grammar may be adapted in unique ways, these are derived from the original language given by God to man.

LANGUAGE CORRUPTED BY SIN

After our first parents sinned, the same Voice that spoke the world into existence now stood in judgment over mankind. And the language that had been given as a gift to man by the Father of Truth had now been distorted by the Father of Lies. That which was created to praise and worship God had now been used to rebel against the Author of language. Man's fellowship with the Living God had been broken and he no longer desired to hear Him speak.

In addition, the Bible tells us that after the Great Flood, men united by a common language sought unity apart from God at the Tower of Babel. Seeing this, God confused their one language by dividing it into many, and scattered them over the face of the whole earth. Language was thus changed by God to keep men from disobeying His mandate. Because of these different languages there are now barriers between men when they communicate. And sin has continued to pervert the use of language, making it an instrument of lies and manipulation. Today, there are those who would reject all form and grammar and seek to justify any use of language and any breaking of the rules of grammar. As a result, confusion reigns in many quarters, and many people have great difficulty clearly articulating their thoughts in speech and writing.

THE RESTORATION OF LANGUAGE IN JESUS CHRIST

God chose to restore language in His Son. Jesus, as the second Adam, was sent into the world to undo the sin of the first Adam and its consequences (Romans 5:19). Jesus, who is the Word, was with God in the creation because He is God (John 1:1-3). Jesus is the *logos* or revelation of God to man, for God has spoken to us in His Son (Hebrews 1:1). There is no other name under heaven given among men, whereby we must be saved (Acts 4:12). God's will to communicate with man was one factor that motivated Him to restore language to its rightful state in Christ Jesus. By His death and resurrection, Christ not only provides forgiveness of sin, but also newness of life to those who receive Him by faith. As the Truth, Christ calls his disciples to speak the oracles of God (1 Peter 4:11), lay aside lies, and speak truth to one another (Ephesians 4:25). Jesus is the true source of the meaning of all things. He declared, "I am the Alpha and Omega, the beginning and the ending, saith the Lord, which is, and which was, and which is to come, the Almighty" (Rev. 1:8). As R. J. Rushdoony states:

Christ's statement has reshaped Western languages and grammars, and, through Bible translation, is reshaping the languages of peoples all over the world. Bible translation is an exacting task, because it involves in effect the reworking of a language in order to make it carry the meaning of the Bible. This means a new view of the world, of God, time and language.... Our ideas of grammar, of tense, syntax, and structure, of thought and meaning, bear a Christian imprint.¹

¹ Rousas J. Rushdoony, *The Philosophy of the Christian Curriculum* (Vallecito, CA: Ross House Books, 1985), p. 49–50.

Students who profess the Christian faith should have a unique appreciation of the role of verbal communication. It is the Christian, above all, who should seek to be clear and accurate in his use of the written word. His God-given duty is to use language with integrity and accuracy for the sake of promoting the gospel and Kingdom of Jesus Christ. Noah Webster saw this in his day when he wrote:

If the language can be improved in regularity, so as to be more easily acquired by our own citizens, and by foreigners, and thus be rendered a more useful instrument for the propagation of science, arts, civilization and Christianity; if it can be rescued from the mischievous influence of ...that dabbling spirit of innovation which is perpetually disturbing its settled usages and filling it with anomalies; if, in short, our vernacular language can be redeemed from corruptions, and ... our literature from degradation; it would be a source of great satisfaction to me to be one among the instruments of promoting these valuable objects.²

To show that the Christian has the marvelous opportunity to employ language and its power for the service of the gospel, Gary DeMar asserts:

Ideas put to paper and acted upon with the highest energy and uncompromising zeal can change the world. Even the worst ideas have been used for this very purpose. If minds are going to be transformed and civilizations changed, then Christians must learn to write and write well. Writing is a sword, mightier than all the weapons of war because writing carries with it ideas that penetrate deeper than any bullet. Writing about the right things in the right way can serve as an antidote to the writings of skepticism and tyranny that have plundered the hearts and minds of generations of desperate people around the world...³

Language as the gift of God needs to be cultivated for serving God. It will not only help the student in academic studies, but in every area of communication, at home, at church, and on the job. Proper English skills are a great asset in serving Christ effectively in one's calling. The student's skill in using English will make a good first impression when he sits for an interview and as he labors in the workplace. The student should take advantage of the time and opportunity he now has available to develop proficiency in English communication. May God bless you as you seek to glorify Him, not only by learning the proper use of English, but in using God's gift of language to spread His Word to every nation.

2 Noah Webster, *An American Dictionary of the English Language* (New York, NY: S. Converse, 1828); reprint by (San Francisco, CA: Foundation for American Christian Education, 1987), preface.

3 Gary DeMar, *Surviving College Successfully* (Brentwood, TN: Wolgemuth & Hyatt Publishers, Inc., 1988), p.225.



Unit 2

Building Sentences

In the previous unit, we learned about the eight *parts of speech*. We learned that all words belong to one or more of these eight categories of utterance. When we use these parts of speech, however, we try to use them in a way that makes sense. Using words without any order results in gibberish or nonsense. Nonsense does not communicate our thoughts in ways which other people can understand. When we write or speak, therefore, we do so in an orderly way. We use sentences.

LESSON 10: WHAT MAKES A SENTENCE?

A SENTENCE is a group of words that expresses a complete thought.

All word groups are not sentences. Below are four groups of words. Study them carefully.

1. to better himself
2. Tom's friend Rick
3. by studying hard
4. sincerely tries

Group No. 1 suggests that someone has a motive to do something for the purpose of bettering himself. But it does not tell us who that someone is or what he has done, is doing, or will do to better himself. It is not a complete thought.

Group No. 2 suggests that Tom has a friend named Rick. But we do not know anything about Rick or what he does or thinks. This group of words is not a complete thought.

Group No. 3 suggests that someone may be trying to accomplish something by working hard at his or her studies. But we do not know who is trying to do this or what he or she is trying to accomplish. This group of words is not a complete thought.

Group No. 4 suggests the idea of trying in a sincere way. But it does not tell us who or what is trying or what is being tried. It does not suggest a complete thought.

We can try to put these groups of words together in hopes that the incomplete thoughts might become more complete and express some meaning.

For example, we might write:

sincerely tried by studying hard Tom's friend Rick to better himself

While this might suggest something more to us than the individual groups of words alone told us, we still are confused. This larger grouping still does not express a meaningful, complete thought. It is close to being nonsense. To express a complete and meaningful thought in English requires us to put our words in a certain order. For example, if we put the four groups of words together as follows, we understand a complete thought:

Tom's friend Rick sincerely tried to better himself by studying hard.

We could also put the groupings together in the following ways, because the English language is flexible enough to allow for some variety of expression:

By studying hard, Tom's friend Rick sincerely tried to better himself.

Tom's friend Rick, by studying hard, sincerely tried to better himself.

Tom's friend Rick sincerely tried, by studying hard, to better himself.


You can see that at least one of the word groups—*by studying hard*—is capable of being placed in several locations with relation to the other groups. If you try to reshuffle the other groups, however, the result will be confusing. This shows us that when words and groups of words are put together, they must be done so in an orderly way if we hope to make a complete and meaningful statement. We call such a statement a **sentence**.

Two other things help us organize our thoughts into sentences. To show where a sentence (a complete thought) begins, we use a **capital letter** at the beginning of the first word. To show where the sentence (the complete thought) ends, we use a **punctuation mark** — a period (.), a question mark (?), or an exclamation point (!), depending on what kind of thought we are expressing.

We now have a complete definition of a sentence.

A sentence is a group of words that:

1. expresses a complete thought,
2. begins with a capital letter, and
3. ends with a mark of closing punctuation.

 **EXERCISE** Below are several groups of words without a beginning capital letter or any ending punctuation. In the blank at the left, write **S** if the group of words would be a sentence if properly capitalized and punctuated. Write **X** if the group of words are not a complete thought and therefore could not be a sentence.

 S 1. the message was a simple one

 2. raised the microphone an inch or two

 3. she began to sing a lovely melody

-
-
- ___ 4. the man who owns the store
- ___ 5. he was a person who enjoyed fishing
- ___ 6. he reads several magazines every week
- ___ 7. and have been sitting here ever since
- ___ 8. in the following examples
- ___ 9. she tries to study and get good grades
- ___ 10. the telephone rang several times
- ___ 11. we can be sure God hears us when we pray
- ___ 12. my brother Bill is a good swimmer
- ___ 13. fell from her horse
- ___ 14. down by the old mill stream
- ___ 15. white-water rafting is one of the most exciting sports
- ___ 16. a smile is better than a frown
- ___ 17. a wise son heeds his father's instruction
- ___ 18. there goes one now
- ___ 19. the way of the unfaithful is hard
- ___ 20. a ring of gold on her finger
- ___ 21. but as for me
- ___ 22. they sang, praising and giving thanks to the Lord
- ___ 23. some of the dogs
- ___ 24. for a skater to fall occasionally
- ___ 25. spoken words are remembered with more difficulty
- ___ 26. made a list of the people in the class
- ___ 27. make a list of the people in the class
- ___ 28. did you say where you found your belt



___29. now is the time for all good men to come to the aid of their party

___30. the best-selling novel for this month

LESSON 11: SUBJECTS AND PREDICATES


To make a complete statement, a group of words must have a **subject** and a **predicate**. From this rule, we can say that every sentence must have at least these two elements.

The **SUBJECT** of a sentence is the word or group of words about which something is being said or written.

The **PREDICATE** of a sentence is the word or group of words which says something about the subject.

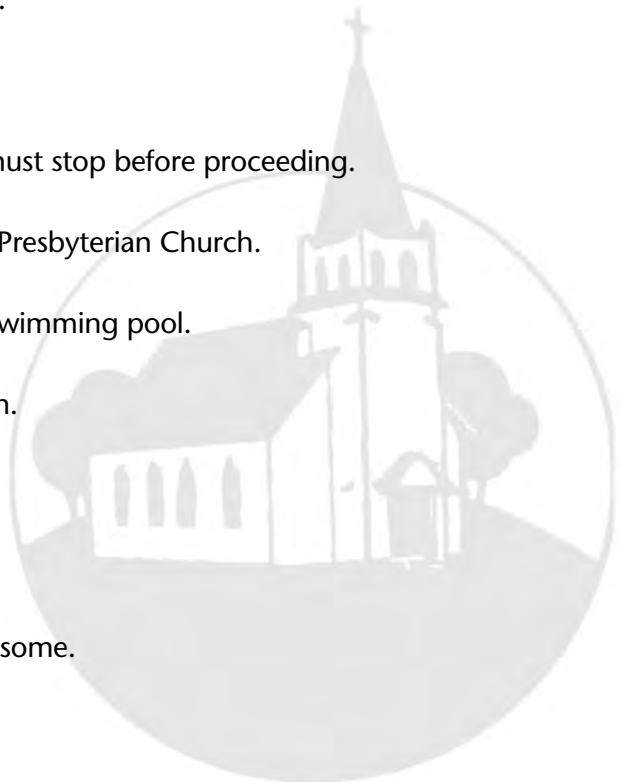
All of the words in a sentence belong either to the subject or the predicate. As the examples below show, the subject may be long or short and the predicate may consist of one word or many. The *length* of the subject or predicate—that is, the number of words in either—is not important. The important consideration is the *function* the words have in the sentence. Are they the words about which something is being said? If so, they are part of the subject. Are they the words which say something about the subject? If so, they are part of the predicate.


SUBJECT (Always includes at least one noun, pronoun, or group of words used as a noun)	PREDICATE (Always includes at least one verb)
His temper	was always on the verge of erupting.
The boys and girls in the seventh grade	will have their gym classes on separate days.
Jesus	wept.
Tomorrow	is another day.

 **EXERCISE A** Draw a vertical line (|) between the subject and the predicate of each of the following sentences.

1. My mother | baked me a birthday cake.
2. This toothpaste is my favorite.
3. Always happy, Trudy was a pleasant person to be around.

4. He is my only brother.
5. The members of the club agreed to meet again next week.
6. Smoke billowed out of the windows of the burning warehouse.
7. The youth group at church spent two weeks preparing for their mission trip.
8. A sentence consists of a subject and a predicate.
9. Dr. McDonald is a family physician.
10. A flashing red traffic signal means that drivers must stop before proceeding.
11. My brother and his wife are members of Valley Presbyterian Church.
12. We all had a hearty laugh after falling into the swimming pool.
13. Vigorous massage will improve blood circulation.
14. I was very nervous about my performance.
15. Nobody cares about anything anymore.
16. The gnats in our backyard are extremely bothersome.
17. You are cordially invited to attend the recital.
18. You can find him in his workshop on just about any evening.
19. The subject of a sentence must contain at least one noun, pronoun, or a group of words used as a noun.
20. My dog is lovable.
21. The company offered free samples to help promote its new product.



 **EXERCISE B** In the blank at the left of each sentence, write **S** if the word in **dark print** is part of the subject or **P** if it is part of the predicate.

- 5 1. My history **book** has several interesting pictures about Civil War battles.
2. The lost hikers **were found** safe but tired.

- ___ 3. The train rolled on during the entire **night**.
- ___ 4. Having been elected chairman, **Bob** called the meeting to order.
- ___ 5. A motion **was made** to adjourn the meeting.
- ___ 6. **Traveling** by car is usually cheaper than flying.
- ___ 7. The Lord is **in His holy temple**.
- ___ 8. He **flew** to Los Angeles with his parents.
- ___ 9. I have no **objection** to your proposal.
- ___ 10. Timothy hoped to find a summer **job**.

LESSON 12: MORE ABOUT SUBJECTS AND PREDICATES

In the previous lesson, you learned to identify the subjects and predicates of sentences. You learned that every word in a sentence must belong either to the subject or to the predicate.

The subjects and predicates you worked with in Lesson 10 are called *complete subjects* and *complete predicates* because each contains all the words in their share of the sentence. You should also learn to identify the *simple subject* and *simple predicate* of a sentence. Learn the following four definitions:

A SIMPLE SUBJECT is the main noun, pronoun (or group of words used as a noun) about which the sentence makes a statement.
A COMPLETE SUBJECT is the simple subject and certain words that modify it.
A SIMPLE PREDICATE is the main verb or verb phrase in the sentence.
A COMPLETE PREDICATE is the simple predicate and all the other words that make a statement about the subject.

Consider the following sentence:

Mary / sneezed.

This sentence is as simple as a sentence can get. It is a sentence because it contains the two necessary elements of a sentence—a **simple subject** (*Mary*) and a **simple predicate** (*sneezed*).

Now consider this sentence:

Poor little Mary, who suffers from allergies in the springtime, / sneezed repeatedly into the handkerchief given to her by her grandmother.

This sentence is much longer, but all the words belong to one or the other of the two necessary elements of a sentence—the subject or the predicate.

The **complete subject** consists of the same simple subject (*Mary*), plus two adjectives (*poor, little*) and a group of words used as an adjective (*who suffers from allergies in the springtime*) that all modify the simple subject. The simple subject is the main word naming the person about whom the sentence is making a statement. The rest of the words in the complete subject relate in some way to the simple subject.

The **complete predicate** consists of the same simple predicate (*sneezed*), plus adverbs, phrases that are used as adverbs, and other groups of words related to the simple predicate and its modifiers (*repeatedly in the handkerchief given to her by her grandmother*). The simple predicate is the verb which makes the main statement about the subject. The other words in the complete predicate relate in some way to the action of the verb and help the verb complete its statement about the subject.

COMPLETE SUBJECT	COMPLETE PREDICATE
All of your money	will be refunded if you are not fully satisfied.
Our after-school art club	is planning an exhibit of members' works.
My parents, who have been married for fifteen years,	are very precious to me.
All of the members of our basketball team	are tall.

A simple predicate may consist of a **single verb** or a **verb phrase**. A verb phrase is a main verb and any helping verbs connected to the main verb.


EXAMPLES OF VERB PHRASES FORMING SIMPLE PREDICATES:

Your radio **has been playing** nonstop all day.

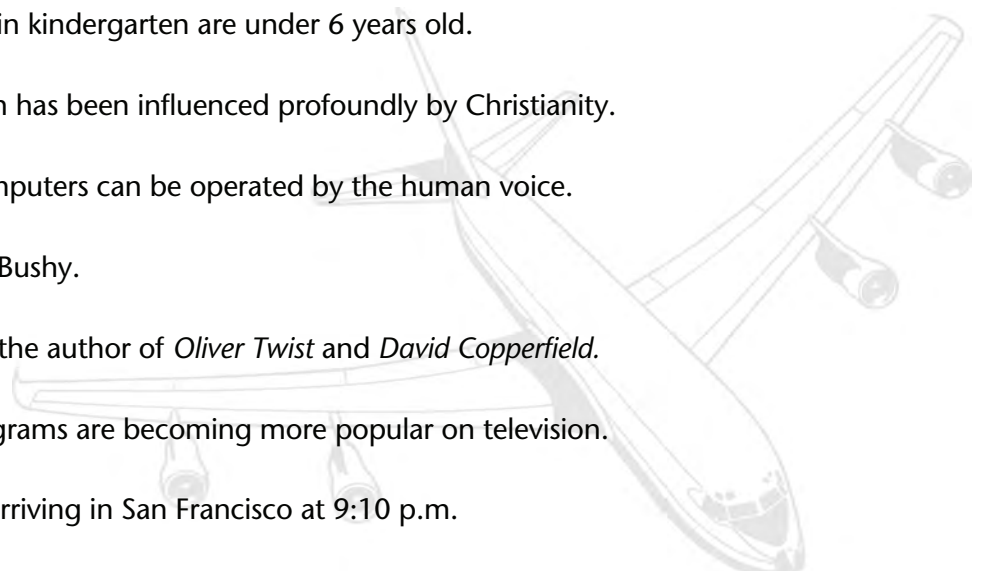
The sound **was heard** throughout the building.

We **could see** the stage easily from our seats.

The Ten Commandments **should be memorized** by everyone.

 **EXERCISE** Underline the *complete subject* in each of the following sentences. Double-underline the *complete predicate*. Circle the *simple subject* and *simple predicate* in each sentence.

1. The children left the building in an orderly fashion during the fire drill.
2. Christian morality is important for self-government.
3. Uncle Anthony has promised to pay for my college education.
4. Zeal without knowledge often leads to fanaticism.
5. Truth will always be truth regardless of lack of understanding, disbelief, or ignorance. (*Stone*)
6. It is good to have things settled by faith before they are unsettled by feeling. (*Cowman*)
7. They that sow in tears shall reap in joy. (*Psalms*)
8. No army can withstand the strength of an idea whose time has come. (*Hugo*)
9. We consume our tomorrows fretting about our yesterdays. (*Persius*)
10. Our family has fond memories of our last vacation.
11. The time is 4 o'clock.
12. The quality shows in every product they make.
13. All of the children in kindergarten are under 6 years old.
14. Western civilization has been influenced profoundly by Christianity.
15. Some modern computers can be operated by the human voice.
16. My dog's name is Bushy.
17. Charles Dickens is the author of *Oliver Twist* and *David Copperfield*.
18. Documentary programs are becoming more popular on television.
19. Our flight will be arriving in San Francisco at 9:10 p.m.
20. The students at our school call their Bible-study group Campus Club.



LESSON 13: COMPOUND SUBJECTS AND PREDICATES

Many sentences have more than one subject and/or more than one verb. We call these subjects *compound subjects* and these verbs *compound verbs* or *compound predicates*.

A COMPOUND SUBJECT consists of two or more subjects having the same verb.

A COMPOUND PREDICATE consists of two or more verbs having the same subject.

EXAMPLES OF COMPOUND SUBJECTS:

Football and *baseball* are two of America's favorite sports.

Love, joy, peace, and patience are called "fruits of the Spirit."

A box *wrench* or a socket *wrench* can be used for this job.

A clean *sheet* of paper and a sharp *pencil* are all you will need for the test.

Compound subjects are usually joined by the simple conjunctions *and*, *or*, or *nor*. They may also be joined by correlative conjunctions such as *both...and*, *neither...nor*, or *either...or*.

EXAMPLES OF COMPOUND PREDICATES:

She *kissed* and *hugged* her parents before getting on the plane.


She *flew* to her destination but *took* a train back.

He *opened* the book, *read* a few words, and *closed* it again.

I neither *accept* your position nor *appreciate* it.

Compound predicates (verbs) are joined by the simple conjunctions *and*, *or*, *nor*, or *but*, or by correlative conjunctions.

Note: Notice that *commas* are used to separate compound subjects and compound verbs with *more than two* elements.

 **EXERCISE** Underline any compound subjects you find in the following sentences. Double-underline compound verbs or verb phrases. If a sentence has neither, leave it as it is.

1. My brother and I mowed and raked the lawn.
2. Wind and rain have caused erosion on that hillside.

3. Swimming, canoeing, hiking, and archery were some of the activities offered at camp.
4. Randy found a lost wallet and returned it to its owner.
5. The money was missing and was never found.
6. "Heaven and earth shall pass away, but my words shall not pass away" (Matthew 24:35).
7. He has few enemies and many friends.
8. Martin Luther, John Calvin, and John Knox led the Reformation and remain in high regard today among many Christians and other scholars.
9. A boy and his dog are always good friends.
10. My cousins came for a visit and stayed for a week.
11. Mother washed, dried, and ironed my clothes.
12. The car was damaged beyond repair and was sent to the junkyard.
13. Both men and women played in the tournament.
14. The flood waters receded and returned to their normal channels.
15. Gary did his research, prepared an outline, wrote his composition, and submitted it.
16. We drove through Ohio, Indiana, Illinois, and Iowa.
17. The cultures of the eastern and western hemispheres are quite different.
18. The librarian unpacked several new books, catalogued them, and placed them on a shelf.
19. My dad gave me my allowance but warned me not to spend it foolishly.
20. English and history are my favorite subjects.
21. I promise to repay your loan and will do so next week.
22. The telephone rang and rang but went unanswered.
23. Three boys and three girls were chosen to participate in the geography contest.

24. The science fair opened on Monday and closed on Thursday.
25. "Give me liberty or give me death!" (Patrick Henry).
26. Rob and Carl know the rules but have ignored them.

LESSON 14: SIMPLE AND COMPOUND SENTENCES

One way to classify sentences is by their structure. Sentences are classified three ways, according to their structure: *simple sentences*, *compound sentences*, and *complex sentences*. In this lesson, we will consider only *simple* and *compound sentences*.

A SIMPLE SENTENCE has one complete subject and one complete predicate, although either or both may be compound.

A COMPOUND SENTENCE has two or more simple sentences joined by a conjunction or semicolon.

A *simple sentence* may be long or short. It can have a single subject or a compound subject. It can have a single verb or a compound verb. But it will have only *one complete thought*.

EXAMPLES OF SIMPLE SENTENCES:

All of the following simple sentences have one complete subject and one complete predicate. (The complete subject and complete predicate are separated by a slash mark.)

Jane / talked all night. (*single subject and single verb*)

Jane and Kelly / talked all night. (*compound subject and single verb*)

Jane / talked and laughed all night. (*single subject and compound verb*)

Jane and Kelly / talked and laughed all night. (*compound subject and compound verb*)

A *compound sentence* may be long or short. It has two or more complete subjects and two or more complete predicates. It therefore has *two or more complete thoughts*. In other words, it is like two or more simple sentences joined together into one sentence. Each of the complete thoughts can have a single or compound subject and a single or compound verb.

In a compound sentence, each of the complete thoughts is called an *independent clause*. That means that if you separated the complete thoughts, each could stand alone (be independent) as a complete simple sentence in itself.

A CLAUSE is a group of words including a *subject* and *predicate* and forming a *part of a sentence*.

EXAMPLES OF COMPOUND SENTENCES:

All of the following compound sentences have *two complete thoughts* or *independent clauses*. In the illustrations, the clauses are separated by vertical lines (|). Each of the independent clauses has one complete subject and one complete predicate. In the illustrations, the subjects and predicates are separated by slash marks (/). The two clauses are joined by a simple conjunction, conjunctive adverb, or a semicolon. Notice that when a conjunction is used, it is preceded by a comma. When a conjunctive adverb is used, it is preceded by a semicolon and followed by a comma if it has two or more syllables. If no connecting word is used, the clauses are separated only by a semicolon.

The grass / is green, | **and** | the sky / is blue.

John and Jim / are in the seventh grade, | **but** | Jane and Kelly / are in the sixth grade.

Jesus / was, is, and always will be God; | He / is also a man.

Casey / was sick yesterday; | **however**, | she / feels better today.

Notice that if you eliminate the connecting word or semicolon, start each independent clause with a capital letter, and end each clause with a period, each clause would be a complete thought in itself. Each would therefore be a simple sentence. Compare the simple sentences below with the compound sentences above.

The grass is green. The sky is blue.

John and Jim are in the seventh grade. Jane and Kelly are in the sixth grade.

Jesus was, is, and always will be God. He is also a man.


Casey was sick yesterday. She feels better today.

Note: In addition to simple conjunctions, conjunctive adverbs, and semicolons, *correlative conjunctions* may be used to join independent clauses in a compound sentence.

EXAMPLE:

He did sing. He danced. (*two simple sentences*)

Not only did he sing, **but** he **also** danced. (*one compound sentence*)

 **EXERCISE A** Underline each independent clause in the following compound sentences. Circle the connecting word or punctuation mark. (The connecting word is considered to be part of the clause which follows it.)

1. The sky is cloudy, and rain is falling.
2. There was a power outage in our area; therefore, we lit our wood-stove to keep warm.
3. Your order was received, and we will mail the merchandise immediately.

- 4. The temperature is dropping; it may be snowing soon.
- 5. My book is here, but you left yours at school.
- 6. Finish your supper, or go to bed hungry.

 **EXERCISE B** Combine the simple sentences below into compound sentences.

- 1. We caught six fish. We cleaned and cooked them for supper.

We caught six fish, and we cleaned and cooked them for supper.

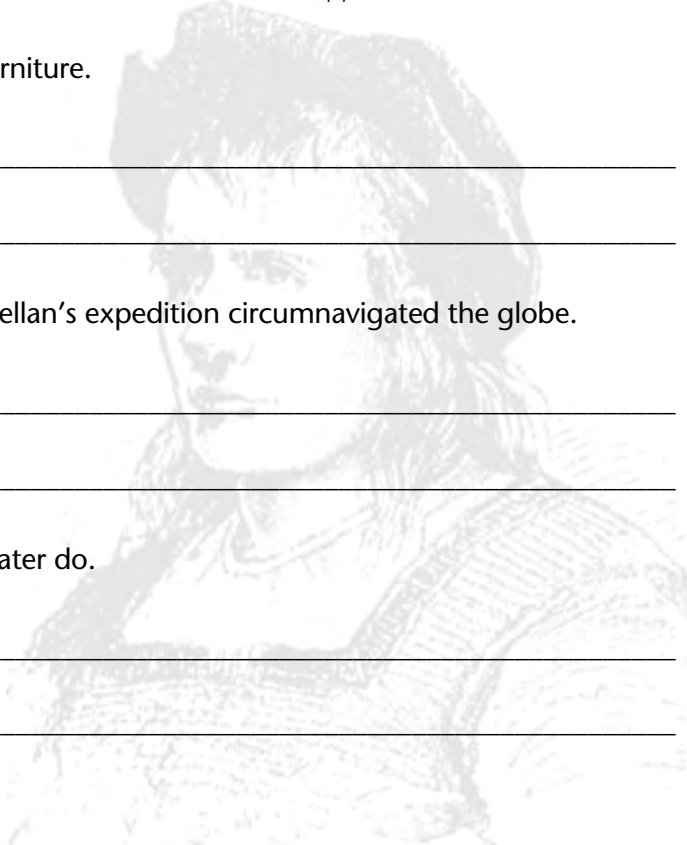
- 2. Jenny swept the floor. Gina dusted the furniture.


- 3. Columbus sailed to the New World. Magellan's expedition circumnavigated the globe.

- 4. Oil and water do not mix. Alcohol and water do.

- 5. He is not here. He has risen.

- 6. The door was left open again. The dog got out.



 **EXERCISE C** Write four compound sentences of your own. Use simple conjunctions in two of them, a semicolon in one of them, and a conjunctive adverb in the other.

1. _____

2. _____

3. _____

4. _____

LESSON 15: SENTENCE FRAGMENTS AND RUN-ON SENTENCES

In Lesson 10 we saw that not all groups of words form complete sentences. A group of words may logically go together, but if they do not express a complete thought with a subject and a predicate, they are not a complete sentence. They are a **sentence fragment**—something less than a complete sentence. They express only part of an idea, not a complete thought, because either the subject or the predicate is missing (or both are missing).

A SENTENCE FRAGMENT is a part of a sentence that does not express a complete thought.

 **EXAMPLES OF SENTENCE FRAGMENTS:** (*Fragments are in dark type.*)

We visited the Statue of Liberty. **A famous landmark in New York Harbor.**

I saw a man. **Painting a picture.**

A woman known for her pie-making abilities.

In Lesson 14, we saw that two simple sentences can be joined together into a compound sentence. We learned that when we join two sentences together, we must use a connecting word or a semicolon. An error is made when writers and speakers try to combine two sentences without using a connecting word or the proper connecting punctuation. This error is called

a **run-on sentence**. It is especially incorrect when the two sentences are not closely related in thought to each other.

A RUN-ON SENTENCE is one consisting of two or more sentences joined without the proper connecting word or punctuation.

If two or more sentences are joined only by a comma or by no connecting device at all, they form a run-on sentence. Sentences must be **properly joined** or **not joined at all**. When they do not belong together, the first must be ended with a period, question mark, or exclamation point; and the second must be started with a capital letter. Run-on sentences confuse us because we cannot tell where one thought ends and another begins, as the following examples show.

 **EXAMPLES OF RUN-ON SENTENCES:**

What was he trying to say I don't know.

We went hiking on Monday the next day we went swimming.

Why he said that, I don't know it certainly is puzzling to me.

I think I need new eyeglasses I can't see very well anymore.

I don't know the answer I will find it.

Jim ate a hot dog his dog ate one too.

The above run-on sentences could be corrected by *separating* the parts into two sentences or *properly joining* the parts with conjunctions, conjunctive adverbs, or semicolons. You can see below that if we use the proper separators or joining devices, the confusion disappears. We can then understand where one thought ends and the next begins.

What was he trying to say? I don't know.


We went hiking on Monday. The next day we went swimming.

Why he said that, I don't know; it certainly is puzzling to me.

I think I need new eyeglasses; I can't see very well anymore.

I don't know the answer; **however**, I will find it.

Jim ate a hot dog, **and** his dog ate one too.


 **EXERCISE A** In the blanks at the left, write **F** if the words that follow are a sentence fragment. Write **S** if they form a complete sentence. Write **R** if they form a run-on sentence.

 F 1. A famous author from the sixteenth century.

 2. I do believe this is an answer to prayer.

 3. He liked thick pillows she didn't.

- ___ 4. Please do not send any more information we have all we need.
- ___ 5. The book on the desk.
- ___ 6. In order to properly understand me.
- ___ 7. My dentist appointment is at 9 o'clock my sister's is a half hour later.
- ___ 8. She went shopping yesterday she hoped to find some new clothes for her trip.
- ___ 9. She went shopping yesterday, hoping to find some new clothes for her trip.
- ___ 10. Some people. Never learn how to obey.
- ___ 11. Some people never learn.
- ___ 12. Some people never learn how to obey.
-

 **EXERCISE B** Find all of the sentence fragments and run-on sentences in Exercise A. Add words to change the sentence fragments into complete sentences. Correct the run-on sentences by properly separating the parts or properly joining them in a compound sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

LESSON 16: FUNCTION OF SENTENCES

In Lesson 14, you learned that sentences can be classified according to their structure—*simple*, *compound*, and *complex*. Sentences can also be classified according to their *function* or *purpose*. In this lesson, you will study four kinds of sentences: *declarative*, *interrogative*, *imperative*, and *exclamatory*.

A **DECLARATIVE** sentence makes a statement and ends with a period.

An **INTERROGATIVE** sentence asks a question and ends with a question mark.

An **IMPERATIVE** sentence gives a command or makes a request. It ends with a period or exclamation point.

An **EXCLAMATORY** sentence shows strong feeling and ends with an exclamation point.

A *declarative* sentence makes a straightforward statement. It may be a simple, compound, or complex sentence. It simply declares facts, opinions, or ideas. It always ends with a period.

EXAMPLES OF DECLARATIVE SENTENCES:

In 1652, the founding father of South Africa, Jan van Riebeck, landed in Table Bay and knelt on the shore of what was to become Cape Town.

His prayer was that the settlement he was about to establish would be for the glory of God.

An *interrogative* sentence asks a question and always ends with a question mark. It may be a simple, compound, or complex sentence.

EXAMPLES OF INTERROGATIVE SENTENCES:

What was the vision of the Dutch Reformed settlers who accompanied him?

Was it not that they desired to spread the light of the Gospel throughout the “dark continent” of Africa?

An *imperative* sentence gives a command or makes a statement of request (not a question). It usually ends with a period, but it may end with an exclamation point if the command or

request is especially forceful. The subject of an imperative sentence usually is “You,” but it is usually *implied*, rather than expressed.

 **EXAMPLES OF IMPERATIVE SENTENCES:**

(You) Do not believe everything you have heard about South Africa.

(You) Please give me your report about the missionary influence of the Afrikaners.


Thy will be done on earth as it is in heaven.

An **exclamatory** sentence expresses strong feeling or makes an exclamation. It always ends with an exclamation point.

 **EXAMPLES OF EXCLAMATORY SENTENCES:**

What an amazing story the history of the Great Trek makes!

The determination of the Boers was astonishing!

 **EXERCISE A** In the blank, identify the kind of sentence that follows as *declarative*, *interrogative*, *imperative*, or *exclamatory*. If the sentence expresses strong feeling *in the form of a command*, label it *imperative*. Place the appropriate punctuation mark at the end of each sentence.

- | | |
|--------------------|--|
| <u>declarative</u> | 1. Thank you for your recent letter. |
| _____ | 2. The smoke filled the room, causing everyone to gasp for breath |
| _____ | 3. What was the name of that book you were reading |
| _____ | 4. How great was their joy when they first believed in Christ |
| _____ | 5. Do you understand what an interrogatory sentence is |
| _____ | 6. Do unto others what you would have them do unto you |
| _____ | 7. Never, never, never do such a terrible thing again |
| _____ | 8. When did Jan van Riebeck land in South Africa |
| _____ | 9. I will mail you a letter tomorrow |
| _____ | 10. My only hesitation is whether we can raise enough money for this project |

 **EXERCISE B** Write four sentences illustrating the types below.

1. **Declarative**

2. Interrogative

3. Imperative

4. Exclamatory

LESSON 17: UNIT REVIEW

 **EXERCISE A** Complete the following definitions.

1. A sentence is a group of words that _____.
2. The subject of a sentence is the word or group of words about which _____.
3. The predicate of a sentence is the word or group of words which _____.
4. A compound subject consists of _____.
5. A compound predicate consists of _____.
6. A simple sentence has one complete _____ and one complete _____, although either or both may be _____.
7. A compound sentence has two or more simple sentences joined by a _____, _____, or _____.
8. A sentence fragment is a part of a sentence that does not _____.

9. A run-on sentence is one consisting of two or more sentences joined without the proper _____ or _____.

 **EXERCISE B** Read the following paragraph and follow the instructions below it.

The Crucifixion of Jesus Christ took place on Friday of the Passover week of the Jews, in the year A.D. 30. This day is known and now generally observed by Christians as Good Friday. Crucifixion, as a means of inflicting death in the most cruel, lingering, and shameful way, was used by many nations of antiquity. The Jews never executed their criminals in this way, but the Greeks and Romans made the cross the instrument of death to malefactors. The cross was in the shape either of the letter T or the letter X, or was in the form familiar in such paintings of the Crucifixion as the well-known representation of [Flemish painter, Peter P.] Rubens. It was the usual custom to compel the criminal to carry his own cross to the place of execution. The cross was then set up and the criminal was usually tied to it by the hands and feet and left to perish of hunger and thirst. Sometimes he was given a narcotic drink to stupefy him. In the case of the crucifixion of Jesus Christ, the victim was fastened to the cross by nails driven through his hands and feet.

—Frederic William Farrar

1. Write the first sentence of the above paragraph. Then underline the *complete subject* and double-underline the *complete predicate*.


2. Find the *first* sentence in the above paragraph that has a *compound predicate*. Write the sentence below.

3. Find a *compound sentence* in the above paragraph. Write the sentence below.

4. Find a sentence which has a *compound subject*. Write the sentence below.

5. Find a *simple sentence* in the paragraph. Write the sentence below.

6. Write the last sentence in the paragraph. Then underline the *simple subject* and double-underline the *simple predicate*.

 **EXERCISE C** In the blank at the left of each sentence, write **T** if the sentence is true or **F** if the sentence is false.

- ___ 1. A simple sentence cannot have a compound subject.
- ___ 2. Independent clauses in a compound sentence may be separated by a semicolon.
- ___ 3. Independent clauses must be separated by only a comma.
- ___ 4. A compound sentence must have a compound subject and a compound verb.
- ___ 5. An independent clause is a sentence part which could stand alone as a sentence.
- ___ 6. A run-on sentence is any sentence that takes up more than two lines.
- ___ 7. Independent clauses may be joined by a conjunctive adverb.
- ___ 8. A subject must be a noun.
- ___ 9. A complete predicate must have at least one verb.
- ___ 10. All words in a sentence are part of the complete subject or the complete predicate.
- ___ 11. An imperative sentence asks a question.
- ___ 12. An exclamation point may be placed at the end of either an imperative sentence or an exclamatory sentence.
- ___ 13. An interrogatory sentence can never be a compound sentence.