Language Arts 901
The Structure of Language

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Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC. When you have finished this LIFEPAC, you should be able to:

1. Classify words into one of eight basic word classifications according to the way they are used in a sentence.
2. Recognize, to construct, and to use in sentences three kinds of phrases.
3. Recognize, to construct, and to use in sentences independent clauses and three kinds of dependent clauses.
4. Identify and to define the basal parts of a sentence.
5. Demonstrate a knowledge of word classes, phrases, clauses, sentence parts, and correct sentence structure by a technique known as diagramming sentences.

The Structure of Language

Introduction

You were created by God. The Bible teaches that man was created by the direct act of God. Man was created in God’s image. Among the many characteristics that are unique to man is the ability to manipulate symbols for intelligent communication. The symbols by which man communicates, both verbally and in writing, are words.

In the pattern of growth and development, children learn first to say words, then phrases, and then sentences. In this LIFEPAC® your study of The Structure of Language will progress in that order: words, phrases, clauses, and sentences.

The question is often asked: “Why study English?” As believers in Christ, we have several good reasons. Four reasons are suggested.

1. Since one of our distinctive characteristics as God’s created being is the ability to communicate, more or less intelligently, by the manipulation of word symbols, both verbally and in writing, we should develop these skills to the very best of our ability. A Biblical principle applies here (Ecclesiastes 9:10):

   Whosoever hath found a word, let him take it unto his mouth, and let him speak that word, for the word of God is quick, and powerful, and sharper than any two-edged sword.

2. Since everything that we do in life is related to and dependent in some way upon communication, we will succeed well in life to the extent that we are able to communicate well. Consider another Biblical instruction (Second Timothy 2:15):

   Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.

Note: Paul was saying to Timothy what we also should observe to do: Make a diligent effort or do our best to present ourselves before God, and approved by God, laborers who have no reason to be ashamed and who handle correctly the Word of truth.

3. Since a very important responsibility Jesus has given us—witnessing for Him—is dependent upon being able to communicate the message of the Gospel, we should prepare ourselves under God to be the very best witnesses possible (Acts 1:8):

   But ye shall receive power, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judaea, and in Samaria, and unto the uttermost part of the earth.

4. Since the Bible should be such a vital part of our lives and since communication skills are an essential part of both studying and teaching the Bible, we should do our best to master the manipulation of word symbols—communication skills (Joshua 1:8 and Deuteronomy 6:6 and 7):

   This book of the Law shall not depart out of thy mouth; but thou shalt meditate therein day and night, that thou mayest observe to do according to all that is written therein: for then thou shalt make thy way prosperous, and then thou shalt have good success.

   And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.

The “tools” of the communication task are words, phrases, clauses, and sentences. To be able to put words together in such a way as to express complete, meaningful thoughts is the task of communication. Diligent study of this LIFEPAC and faithful application of the principles and skills it teaches will enable you to use words, phrases, clauses, and sentences for better communication, both verbally and in writing.
1. NOUNS AND ADJECTIVES

Studies of intelligence have shown a close relationship between the level of measurable intelligence and the degree of vocabulary development. Words can be classified according to how they are used in sentences. In this LIFEPAC, you can increase your “word power” and your understanding of words, by learning how they may be classified relative to how they are used in sentences. Words in our language structure generally have been classified into eight classes, eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. In this section, nouns and adjectives will be reviewed.

SECTION OBJECTIVES

Review these objectives. When you have completed this section, you should be able to:

1. Classify words into one of eight basic word classifications according to the way they are used in a sentence:
   1.1 Recognize and use in good sentences proper, common, concrete, abstract, collective, and compound nouns.
   1.2 Form correctly the plurals and possessives of nouns.
   1.3 Explain the use, the position, the comparison, and some suffix constructions of adjectives.

VOCABULARY

Study these words to enhance your learning success in this section.

abstract noun (ab’ strakt noun). A common noun that refers to a quality, state, idea, or action rather than a tangible thing or physical object; not concrete; can neither be seen nor touched.

adjective (aj’ ik tive). A word that modifies or describes a noun or a pronoun.

appositive position (u poz’u tiv pu zish’ un). Added to or following another as an explanation or identification.

attributive position (u trib’ yu tive pu zish’ un). Standing next to (in front of) another.

collective noun (ku lek’ tiv noun). A noun that names a group of more than one person, place, or thing.

compound adjective (kom’ pound aj’ ik tive). Two or more words, joined by a hyphen, used as a single adjective to modify a noun.

compound noun (kom’ pound noun). A noun that combines two or more words as a single noun.

concrete noun (kon’ kret noun). A noun that names something that you can see and touch—something that can be perceived by the senses.

noun (noun). A word that names a person, place, or thing.

predicate position (pred’ u kit pu zish’ un). Located among the words that express something about the subject.
superlative (sup’ ėr’ lu tiv). Of the highest (or lowest) kind; surpassing all others.

Note: All vocabulary words in this LIFEPAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

Pronunciation Key: *hat, āge, căre, făr; let, ēqual, tērm; ĭt, ĭce; hōt, őpen, őrder; oǐl; oun; cup, pŭt, rŭle; chĭld; long; thin; /θ/ for then; /zh/ for measure; /u/ represents /aʊ/ in about, /eɪl/ in taken, /l/ in pencil, /oʊ/ in lemon, and /u/ in circus.

Words are classified according to the way they are used in a sentence. Although many words may be identified generally as belonging to a particular class, only when a word is used in a sentence can you *know* what part of speech it is. The *name* of a word is changed then when its *use* is changed.

**Study these examples:**

1. Joe can run very **fast**. adverb
2. Tom is a **fast** worker. adjective
3. Those men have decided to **fast** for one week. verb
4. After one week, the **fast** was over. noun

**NOUNS**

Nouns are *naming* words. They name persons, places, or things. Names have been a part of man’s experience from the beginning. When God made light, He called the light **day**; and the darkness He called **night**. Adam gave names to every living creature that God made. God has a name for every star in the sky.

Words are the “tools” of communication. Skillful use of any tools requires a knowledge of the tools themselves. In this section, you will study proper, common, **concrete**, **abstract**, **collective**, **compound**, plural, and possessive nouns.

**Proper nouns and common nouns.** Two main kinds of nouns are proper nouns and common nouns. A proper noun names a particular person, place, or thing within a general class. All other nouns are common nouns. Proper nouns begin with a capital letter.

For example. Arizona is a state located in the Southwestern United States; Arizona is east of California and west of New Mexico. Arizona, California, and New Mexico are particular states among the fifty states in the United States of America.

You may need to review the following guides for capitalizing proper nouns:

1. The names of schools, clubs, businesses, churches, and other organizations and institutions are proper nouns and should be capitalized.

- Grace Christian School is a private school in Morehead City, a city in North Carolina.

Notice that the words *school* and *city* are capitalized only when they are part of a proper noun.
2. Names of holidays, days of the week, and months (not seasons) are proper nouns and should be capitalized.

- Christians generally celebrate Christmas Day, December 25, as the birthday of Jesus Christ.

3. The names of nationalities, races, and people are proper nouns and should be capitalized.

- Greek was the language of the Jews during Christ’s life on the earth.

4. Geographical names are proper nouns.

- The Mount of Olives is just outside the city of Jerusalem in Palestine.

5. The names of historical events, periods, and documents are proper nouns.

- People of the United States recognize July 4, 1776, as the day on which the Declaration of Independence was signed.

6. The brand names of business products are proper nouns.

- The company uses Chrysler and Chevrolet trucks.

7. The names of school subjects that are either languages or followed by a number are proper nouns.

- She is taking Spanish and Algebra II this semester, but not geometry.

8. The names of government bodies and departments are proper nouns.

- Both Congress and the Senate have adjourned.

9. The names of planes, ships, trains, buildings, and monuments are proper nouns.

- This book was located in the Library of Congress.

10. The names referring to Deity, the Bible, and divisions of the Bible are proper nouns.

- The God of Abraham, Isaac, and Jacob is also the God of the New Testament.

Note: This list of guides to proper nouns is not exhaustive. For further study, ask your teacher for additional sources.

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Complete these statements.

1.1 Words are classified according to how they are used in a _________________.

1.2 A noun is a ______________________ word.

1.3 Words are the “__________________” of communication.

1.4 A particular person, place, or thing within a general class is named by a ______________________ noun.

1.5 Nouns that name a particular person, place, or thing begin with ______________________ letters.
For the following sentences, write the number of the related “guide” on the blank before the correct sentence (see the preceding guides for capitalizing proper nouns).

1.6  _________  a. Desert flowers are beautiful in the spring.
    _________  b. Desert flowers are beautiful in the Spring.

1.7  _________  a. His journey through space took him over both Africa and south America.
    _________  b. His journey through space took him over both Africa and South America.

1.8  _________  a. The first college in the United States was Harvard college.
    _________  b. The first college in the United States was Harvard College.

1.9  _________  a. King John of England signed the Magna Charta in 1215.
    _________  b. King John of England signed the magna charta in 1215.

1.10 _________  a. The entire bible is a message about Jesus Christ.
     _________  b. The entire Bible is a message about Jesus Christ.

Concrete nouns and abstract nouns. Concrete nouns name things that you can see and touch. Abstract nouns name things that you can neither see nor touch. Compare these examples:

<table>
<thead>
<tr>
<th>CONCRETE NOUNS</th>
<th>ABSTRACT NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>love</td>
</tr>
<tr>
<td>house</td>
<td>happiness</td>
</tr>
<tr>
<td>chair</td>
<td>success</td>
</tr>
<tr>
<td>computer</td>
<td>intelligence</td>
</tr>
<tr>
<td>Bible</td>
<td>honesty</td>
</tr>
<tr>
<td>river</td>
<td>mercy</td>
</tr>
<tr>
<td>missile</td>
<td>humility</td>
</tr>
</tbody>
</table>

Collective nouns and compound nouns. A collective noun names a group of more than one person or thing. A compound noun is a noun that combines two or more words as a single noun. Compound nouns may be written as one word, as two or more words, or as a hyphenated word.

Study these examples:

<table>
<thead>
<tr>
<th>COLLECTIVE NOUNS</th>
<th>COMPOUND NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>assembly</td>
<td>living room</td>
</tr>
<tr>
<td>class</td>
<td>cupful</td>
</tr>
<tr>
<td>committee</td>
<td>daughter-in-law</td>
</tr>
<tr>
<td>faculty</td>
<td>newspaper</td>
</tr>
<tr>
<td>flock</td>
<td>handkerchief</td>
</tr>
<tr>
<td>herd</td>
<td>Secretary of State</td>
</tr>
<tr>
<td>church</td>
<td>editor in chief</td>
</tr>
</tbody>
</table>
On each blank, write the letter for the correct answer.

1.11 An example of an abstract noun is ________ .
   a. love   b. Bible   c. church   d. missile

1.12 *Cupful* is an example of a/an ________ noun.
   a. abstract   b. collective   c. compound   d. concrete

1.13 Nouns that name things that you can neither see nor touch are ________ nouns.
   a. compound   b. abstract   c. concrete   d. collective

1.14 A noun that combines two or more words as a single noun is a/an ________ noun.
   a. collective   b. concrete   c. compound   d. abstract

1.15 A compound noun may be written as ________ .
   a. one word   b. two or more words   c. a hyphenated word   d. a, b, and c

Plural nouns. The plural of most nouns is formed by simply adding *s* to the singular. Adding *s* to the singular is the regular way to form noun plurals. Master the following “guides” for forming other noun plurals, and you will be able to solve most problems of changing singular nouns to plural nouns.

1. To form the plural of a noun ending in *s, x, z, ch,* and *sh,* add *es.*

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>cross</td>
<td>crosses</td>
</tr>
<tr>
<td>tax</td>
<td>taxes</td>
</tr>
<tr>
<td>quiz</td>
<td>quizzes*</td>
</tr>
<tr>
<td>church</td>
<td>churches</td>
</tr>
<tr>
<td>bush</td>
<td>bushes</td>
</tr>
</tbody>
</table>

2. To form the plural of a noun ending in *o* preceded by a *vowel,* simply add *s.*

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>cameo</td>
<td>cameos</td>
</tr>
<tr>
<td>radio</td>
<td>radios</td>
</tr>
<tr>
<td>rodeo</td>
<td>rodeos</td>
</tr>
<tr>
<td>studio</td>
<td>studios</td>
</tr>
<tr>
<td>trio</td>
<td>trios</td>
</tr>
</tbody>
</table>

3. To form the plural of a noun ending in *o* preceded by a consonant, add *es.*

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>echo</td>
<td>echoes</td>
</tr>
<tr>
<td>hero</td>
<td>heroes</td>
</tr>
<tr>
<td>mosquito</td>
<td>mosquitoes</td>
</tr>
<tr>
<td>potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>tomato</td>
<td>tomatoes</td>
</tr>
</tbody>
</table>

Exceptions (master these nine exceptions):

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>piano</td>
<td>pianos</td>
</tr>
<tr>
<td>solo</td>
<td>solos</td>
</tr>
<tr>
<td>soprano</td>
<td>sopranos</td>
</tr>
<tr>
<td>crescendo</td>
<td>crescendos</td>
</tr>
<tr>
<td>zero</td>
<td>zeros</td>
</tr>
<tr>
<td>domino</td>
<td>dominos</td>
</tr>
<tr>
<td>dynamo</td>
<td>dynamos</td>
</tr>
<tr>
<td>lasso</td>
<td>lassos</td>
</tr>
<tr>
<td>albino</td>
<td>albinos</td>
</tr>
</tbody>
</table>

*Note: The extra *z* in quizzes is added because quiz is a one-syllable word that ends in one consonant preceded by one vowel. In this case, the final consonant is doubled before any suffix that begins with a vowel.*
Write the plural forms and complete the statements.

1.16 syllable ________________________________

1.17 brush ________________________________

1.18 report ________________________________

1.19 The plural of most nouns is formed by ________________________________.

1.20 dress ________________________________

1.21 tax ________________________________

1.22 buzz ________________________________

1.23 peach ________________________________

1.24 The plurals of nouns ending in s, x, z, ch, and sh are formed by ________________________________.

1.25 rodeo ________________________________

1.26 studio ________________________________

1.27 trio ________________________________

1.28 The plural of a noun ending in o preceded by a vowel is formed by ________________________________.

1.29 hero ________________________________

1.30 piano ________________________________

1.31 tomato ________________________________

1.32 With some exceptions, the plural of nouns ending in o preceded by a consonant is formed by ________________________________.
4. To form the plural of a noun ending in *y* preceded by a *vowel*, simply add *s*.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>alley</td>
<td>alleys</td>
</tr>
<tr>
<td>monkey</td>
<td>monkeys</td>
</tr>
<tr>
<td>toy</td>
<td>toys</td>
</tr>
<tr>
<td>turkey</td>
<td>turkeys</td>
</tr>
<tr>
<td>valley</td>
<td>valleys</td>
</tr>
</tbody>
</table>

5. To form the plural of a noun ending in *y* preceded by a *consonant*, change *y* to *i* and add *es*.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ally</td>
<td>allies</td>
</tr>
<tr>
<td>city</td>
<td>cities</td>
</tr>
<tr>
<td>party</td>
<td>parties</td>
</tr>
<tr>
<td>sky</td>
<td>skies</td>
</tr>
<tr>
<td>try</td>
<td>tries</td>
</tr>
</tbody>
</table>

6. To form the plural of some nouns ending in *f* or *fe*, change the *f* or *fe* to *v* and add *es* (to others ending in *f* or *fe*, only add *s*. Learn the correct pronunciation of the plural forms.)

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>calf</td>
<td>calves</td>
</tr>
<tr>
<td>half</td>
<td>halves</td>
</tr>
<tr>
<td>knife</td>
<td>knives</td>
</tr>
<tr>
<td>leaf</td>
<td>leaves</td>
</tr>
<tr>
<td>life</td>
<td>lives</td>
</tr>
<tr>
<td>loaf</td>
<td>loaves</td>
</tr>
<tr>
<td>shelf</td>
<td>shelves</td>
</tr>
<tr>
<td>thief</td>
<td>thieves</td>
</tr>
<tr>
<td>wharf</td>
<td>wharves</td>
</tr>
<tr>
<td>wife</td>
<td>wives</td>
</tr>
<tr>
<td>belief</td>
<td>beliefs</td>
</tr>
<tr>
<td>chief</td>
<td>chiefs</td>
</tr>
<tr>
<td>dwarf</td>
<td>dwarfs</td>
</tr>
<tr>
<td>grief</td>
<td>griefs</td>
</tr>
<tr>
<td>handkerchief</td>
<td>handkerchiefs</td>
</tr>
<tr>
<td>hoof</td>
<td>hoofs</td>
</tr>
<tr>
<td>proof</td>
<td>proofs</td>
</tr>
<tr>
<td>roof</td>
<td>roofs</td>
</tr>
<tr>
<td>safe</td>
<td>safes</td>
</tr>
<tr>
<td>scarf</td>
<td>scarves</td>
</tr>
</tbody>
</table>

Write the plural forms and complete the statements.

1.33 monkey ______________________________________________________________________

1.34 toy _________________________________________________________________________

1.35 valley ______________________________________________________________________

1.36 Form the plural of a noun ending in *y* preceded by a *vowel* by ____________________ .

1.37 ally _________________________________________________________________________

1.38 city _________________________________________________________________________

1.39 Form the plural of a noun ending in *y* preceded by a *consonant* by ____________________ .

1.40 life _________________________________________________________________________

1.41 belief _______________________________________________________________________

1.42 Form the plural of some nouns ending in *f* or *fe* by ________________________________

______________________________ (hint: pronunciation of the plural form is important).
SELF TEST 1

Answer true or false (each answer, 2 points).

1.01 _______ Nouns are naming words.
1.02 _______ A proper noun names a particular person, place, or thing within a general class.
1.03 _______ Common nouns begin with a capital letter.
1.04 _______ The word cupful is an example of an abstract noun.
1.05 _______ To form the plural of a noun ending in y preceded by a vowel, simply add s.
1.06 _______ To form the plural of a noun ending in y preceded by a consonant, simply add s.
1.07 _______ The plural of most nouns is formed by adding s.
1.08 _______ All nouns that have plural forms are plural in meaning.
1.09 _______ The plural form of some nouns is the same as the singular form.
1.10 _______ Some nouns appear only in the plural form.

In the space provided, write the letter for the correct answer (each answer, 3 points).

1.11 Form the possessive of most singular nouns by adding _______.
   a. ‘s  b. s’  c. s  d. ’
1.12 Form the possessive of plural nouns that end in s, by adding _______.
   a. s  b. ’  c. ‘s  d. s’
1.13 Form the possessive of plural nouns that do not end in s by adding _______.
   a. ’  b. ‘s  c. s’  d. s
1.14 Form a possessive that shows joint ownership by adding the sign of the possessive to _______.
   a. the last name  b. the first name  c. both names
1.15 Form a possessive that shows separate ownership by adding the sign of the possessive to _______.
   a. the first name  b. both names  c. the last name
1.16 Which question does an adjective not usually answer? _______
   a. which  b. whose  c. where
1.017 When two or more words are used as a single adjective to modify a noun, that adjective is a _______ adjective.
   a. coordinate  b. compound  c. predicate

1.018 An adjective that precedes the noun it modifies is in the _______ position.
   a. appositive  b. predicate  c. attributive

1.019 An adjective that follows the verb and modifies the subject is in the _______ position.
   a. attributive  b. predicate  c. appositive

1.020 An adjective that expresses the highest or lowest degree of comparison among three or more nouns is in the _______ degree.
   a. superlative  b. comparative  c. positive

Complete these items by writing the correct answer in the space provided (each answer, 4 points).

1.021 Words are classified according to how they are used in a _____________.

1.022 Names referring to Deity, the Bible, and divisions of the Bible are _____________ nouns and should be capitalized.

1.023 The word *faith* is an example of a/an _____________ noun.

1.024 The word *assembly* is an example of a/an _____________ noun.

1.025 The word *newspaper* is an example of a/an _____________ noun.

1.026 Nouns that name things that you can see and touch are ____________________________ nouns.

1.027 The plural of *church* is ________________ .

1.028 The plural of *sky* is ________________ .

1.029 A compound adjective is joined by a ________________ .

1.030 The degree of an adjective that compares two nouns is the ____________________________ degree.
Answer these questions (each answer, 5 points).

1.031 What are three ways a compound word may be written?
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

1.032 What is one way that plurals of compound nouns are written?
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________