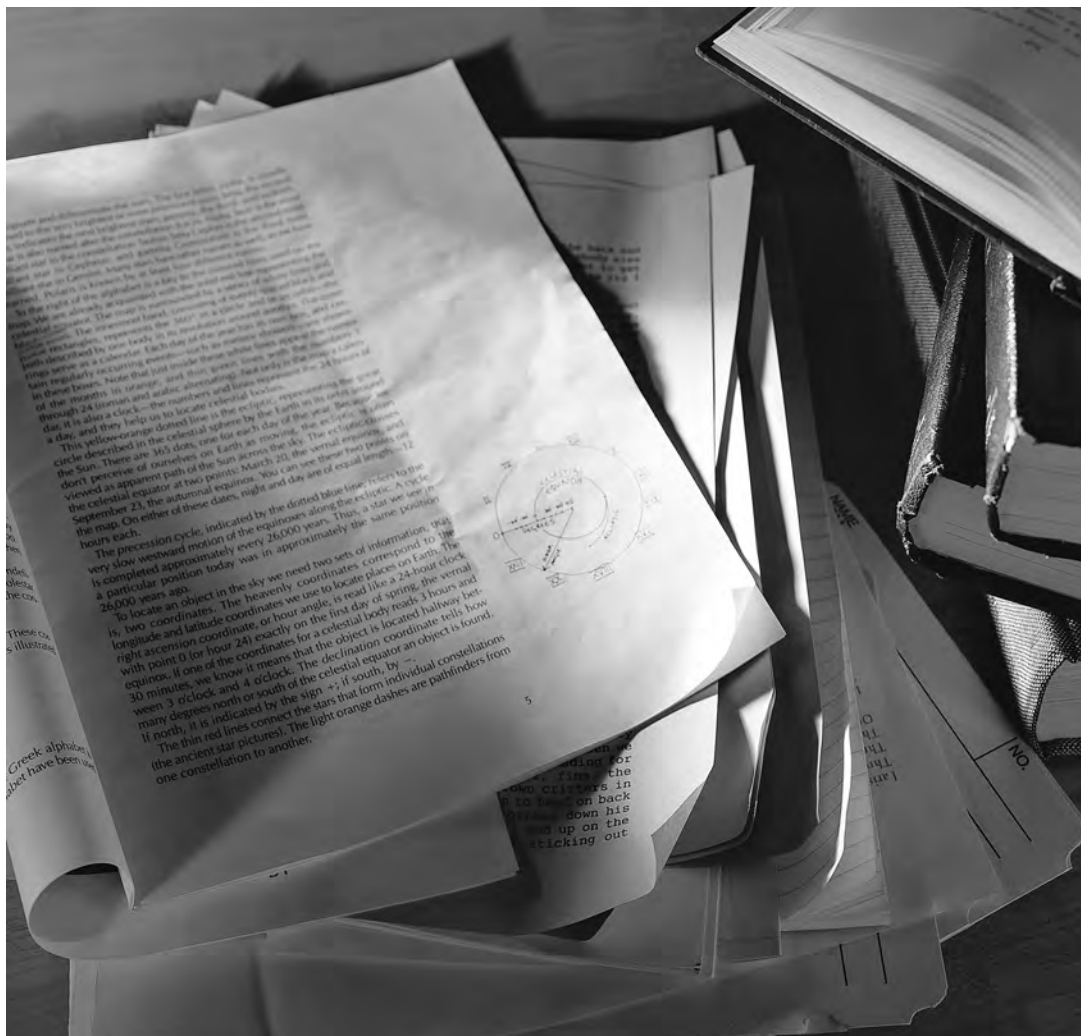


Developing Communication Skills



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Sloan, Annie Lee, revised and edited by Garry J. Moes

APPLICATIONS OF GRAMMAR, BOOK 5

DEVELOPING COMMUNICATION SKILLS

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 writing 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 that 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

THE CHRISTIAN VIEW OF LANGUAGE

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 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 to 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 that 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 that 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, 2). 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 End," says the Lord, "who is and who was and who 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

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

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

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

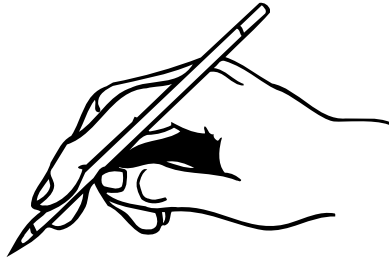
To show that the Christian has the marvelous opportunity to employ language and its power for the service of the gospel, Gary DeMar asserts:

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.



Developing Communication Skills

Lesson One

◆ Paragraphs

A **paragraph** is a *group of sentences*, all of which tell about the same **topic**. Every paragraph has one basic sentence called the *topic sentence*, which has two principal parts: the *topic* and the *clew*. The **topic** is definite and specific; whereas, the **clew** is general enough to give the writer room for explanations and information developing the topic.

Example: *Religion is a necessary, an indispensable element in any great human character. There is no living without it. Religion is the tie that connects man to his Creator, and holds him to his throne.*
(Daniel Webster, 1782–1852)

In the paragraph above, the first sentence (italicized) is the topic sentence, stating the main theme or idea of the paragraph. Within the topic sentence *religion* is the specific or definite topic, and the rest of the sentence contains the general clew. This topic sentence tells us that all of the remaining sentences in the paragraph should deal with the subject of religion and should tell us how religion is a necessary part of human greatness. When we examine the other two sentences in this paragraph, we see that both of them indeed deal with religion and give us additional information on how religion is indispensable.

The **topic sentence** is a guide to both the writer and the reader. It helps the writer to remain focused on his subject and to avoid introducing irrelevant material that may confuse the reader or distract from the writer's point. A good topic sentence helps the reader follow the logical progression of the writer's thoughts.

Although simple sentences are perhaps the clearest and most effective types of topic sentences, a good writer will use a variety of topic sentences if his work extends for several paragraphs. Topics may be stated in phrases or in clauses of compound, complex, or compound-complex sentences. Topic sentences may be declarative, interrogatory, exclamatory, or imperative. (See *Glossary* for definitions of these terms.)

Paragraphs can generally be classified in one of four categories:

1. **Expository** paragraphs *explain* a topic.
2. **Narrative** paragraphs *tell* a story.
3. **Descriptive** paragraphs *describe* a topic.
4. **Argumentative** paragraphs make a statement and try to prove it to be true.

Lesson Three

◆ Spelling

Learn to pronounce and spell the following words.

- | | | |
|------------------|------------------|--------------------|
| 1. singular | 7. prepositional | 13. refrigerator |
| 2. pictorial | 8. determined | 14. recognition |
| 3. expository | 9. compound | 15. respectfully |
| 4. narrative | 10. collective | 16. advancement |
| 5. descriptive | 11. concrete | 17. exploration |
| 6. argumentative | 12. independence | 18. representation |

Lesson Four

◆ Spelling and Vocabulary

Learn to pronounce, spell, and identify the following words.

- | | | |
|---------------|------------------|-----------------|
| 1. antecedent | 6. companionship | 11. mascot |
| 2. eroded | 7. originality | 12. obscured |
| 3. diseased | 8. immunized | 13. symbolic |
| 4. abstract | 9. initially | 14. deteriorate |
| 5. designate | 10. technology | |

Lesson Five

◆ Vocabulary

Write the words from *Lesson 4* beside their definitions in the following.

- | | |
|--|-------|
| 1. Fellowship among friends | _____ |
| 2. Substituting abstract representations for concrete objects | _____ |
| 3. A noun or pronoun to which another pronoun refers | _____ |
| 4. Become inferior in quality or value | _____ |
| 5. Expressed without reference to a specific instance or object | _____ |
| 6. Person, animal, or object adopted by a group as a symbol | _____ |
| 7. Worn away | _____ |
| 8. Newness or freshness in design, style, or idea | _____ |
| 9. The application of scientific knowledge, especially in industry | _____ |

10. Sickly; lacking health or soundness, disordered
11. Protected against disease
12. Not clearly seen
13. To point out, characterize, appoint, or select
14. At first

Lesson Six

◆ Classification of Nouns

Nouns are words that name *persons, places, things, qualities, actions, or ideas*. Nouns are classified as *common* or *proper*. **Common nouns** refer to the general names of people, places, things, qualities, actions, or ideas. **Proper nouns** refer to specific names of members of these groupings. Proper nouns always begin with a *capital letter*.

Examples:

	Common Nouns	Proper Nouns
Person:	neighbor	Sally
Place:	school	Central Christian High School
Thing:	refrigerator	General Electric
Idea:	religion	Christianity
Quality:	ethnicity	Jewishness
Action:	division	Balkanization

Write lists of common nouns and some proper nouns that might be related to them.

People

Common Nouns

Proper Nouns

1. _____
2. _____
3. _____
4. _____
5. _____

Places

Common Nouns

Proper Nouns

1. _____
2. _____
3. _____
4. _____
5. _____

Things

Common Nouns

Proper Nouns

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

Ideas, Qualities, or Actions

Common Nouns

Proper Nouns

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |

Lesson Seven

◆ Compound and Concrete Nouns

Nouns, both common and proper, may also be classified as *compound*, *concrete*, *collective*, or *abstract*. In this lesson, we will consider *compound* and *concrete* nouns.

Compound nouns consist of two or more words joined into a single noun. The parts of some compound nouns may be joined by hyphens. Others, often proper nouns, consist of two words **not** connected by hyphens.

Examples: *bookcase, sister-in-law, Bay Area*

Make a list of some *compound nouns*.

Joined

Hyphenated

Two-word

- | | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Concrete nouns are words that name objects that can be perceived by the senses of touch, sight, taste, hearing, or smell.

Examples: *wind, animal, milk, laughter, smoke*

Make a list of some concrete nouns.

<i>Sight</i>	<i>Hearing</i>	<i>Touch</i>	<i>Taste</i>	<i>Smell</i>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Lesson Eight

◆ Abstract and Collective Nouns

Abstract nouns are words naming concepts that cannot be perceived by the senses. Generally, they name *ideas* or *qualities*. Complete the following list with additional *abstract nouns*.

- | | | |
|-------------------------|-----------|-----------|
| 1. <u>kindness</u> | 6. _____ | 11. _____ |
| 2. <u>companionship</u> | 7. _____ | 12. _____ |
| 3. <u>leadership</u> | 8. _____ | 13. _____ |
| 4. <u>management</u> | 9. _____ | 14. _____ |
| 5. <u>originality</u> | 10. _____ | 15. _____ |

Collective nouns refer to groups considered as units. They may name *people*, *places*, *things*, *ideas*, *qualities*, or *actions*. Complete the following list with additional collective nouns.

- | | | |
|----------------------|----------|-----------|
| 1. <u>assembly</u> | 5. _____ | 9. _____ |
| 2. <u>band</u> | 6. _____ | 10. _____ |
| 3. <u>collection</u> | 7. _____ | 11. _____ |
| 4. <u>news</u> | 8. _____ | 12. _____ |

Lesson Nine

◆ Subject and Verb Agreement

Verbs must agree with their subjects in *number* and *person*. The term **number** refers to whether a noun is *singular* or *plural*. The term **person** usually refers to *pronouns* and indicates whether the subject is the one speaking (*first person*), the one spoken to (*second person*), or the one spoken about (*third person*).

In this lesson and the next one, we will be concerned with *agreement in number* between subjects and verbs. If the subject is singular, the verb must also be _____. If the subject is plural, the verb must also be _____.

Confusion often arises when a subject of a certain number is followed by a prepositional phrase containing a noun or pronoun of another number. Generally, prepositional phrases following a subject do not affect the number of the subject.

- Examples:**
1. The *horses* in the pasture *were grazing* contentedly.
 2. The *corn* in the fields *was* still green.

Sometimes, however, the object of the preposition in a prepositional phrase following a subject is the antecedent of an *indefinite-pronoun subject*. The antecedent in the prepositional phrase then determines the number of the subject and verb, since pronouns must agree with their antecedents in number, just as subjects and verbs must agree in number.

- Examples:**
1. *Some* of the **vegetables** *are* ruined.
Some of the **water** *is* dirty.
 2. *One third* of the **land** *is* badly eroded.
One third of the **trees** *are* diseased.

From the examples above, you can see that if the subject is an indefinite pronoun or a fraction, its number is determined by its antecedent (in bold type above), which, in these examples, is the object of the preposition following the subject.

As a general rule, nouns ending with *s* are *plural*, while action verbs ending with *s* are *singular in number, present tense, and in the third person*.

- Examples:**
1. The *rain* (singular subject) in our area *continues* (singular verb) to come.
 2. Those *musicians* (plural subject) *amaze* (plural verb) me with their skill.

Below each of the following sentences, write the subject, the correct verb, and the number of the subject-verb construction.

1. The bridge connecting the islands (has, have) been closed.
subject _____ *verb* _____ *number* _____
2. More than half of the citizens (was, were) opposed to the project.
subject _____ *verb* _____ *number* _____
3. Some of them (has, have) always wanted to stay home on holidays.
subject _____ *verb* _____ *number* _____
4. One of the doctors' chief objections (has, have) been a fear of the spread of disease.
subject _____ *verb* _____ *number* _____

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5. The first transaction between the two companies (was, were) made two years ago.
subject _____ *verb* _____ *number* _____
6. The company overseeing the project (was, were) called Microtech.
subject _____ *verb* _____ *number* _____
7. Advancements in technology (continue, continues) to amaze us.
subject _____ *verb* _____ *number* _____
8. His exploits often (takes, take) us by surprise.
subject _____ *verb* _____ *number* _____
9. Not all funds spent on research (proves, prove) to be a wise investment.
subject _____ *verb* _____ *number* _____
10. Most of the money (goes, go) for salaries.
subject _____ *verb* _____ *number* _____
11. A few of the projects (becomes, become) sources of solutions to troubling problems.
subject _____ *verb* _____ *number* _____
12. Some of the benefits (does, do) eventually reach the people who need them.
subject _____ *verb* _____ *number* _____
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Lesson Ten

◆ *Subjects Connected with 'and'*

- I. Subjects in series or subjects connected by the coordinating conjunction *and* are called **compound subjects**. Compound subjects generally require a plural verb, regardless of whether the subjects are singular or plural nouns or pronouns individually.

- Examples:**
1. *Boys and girls* **have** different interests.
 2. *Books, pencils, and paper* **are** essential tools of every student.

- II. There are *four exceptions* to the above rule:

1. Compound subjects preceded by the word *each*.
2. Compound subjects preceded by the word *every*.
3. Compound subjects that refer to *one person*.
4. Compound subjects that refer to a *single thing* or *unit*.

- Examples:**
1. *Each man, woman, and child* **receives** proper recognition in our church.
 2. *Every dog and cat* in the county **is expected** to be immunized.
 3. *The secretary and receptionist* **represents** her employer well.
 4. *Bread and water* **was** the prisoner's only meal.

III. Three rules must be remembered when using the **correlative conjunctions** *either...or* and *neither...nor* to connect compound subjects.

1. If both subjects are singular, the verb must be singular.
2. If both subjects are plural, the verb must be plural.
3. If one subject is singular and one is plural, the subject closer to the verb in the sentence determines the number of the verb. (This same rule applies to compound subjects joined by the coordinating conjunctions *or* and *nor*.)

- Examples:**
1. *Either rain or snow* **adds** moisture to the soil.
 2. *Neither our coaches nor our teachers* **have** ever lived on a farm.
 3. *Either my brother or my parents* **feed** the horses each morning.

IV. When *either* or *neither* is used as an **adjective** preceding a subject, the subject is always singular and requires a singular verb.

- Examples:**
1. *Either boy* **qualifies** for the prize.
 2. *Neither girl* **shows** any sign of fatigue.

V. When *either* or *neither* is a **pronoun** used as a subject, it is always singular and requires a singular verb.

- Examples:**
1. *Neither* **fits** my budget.
 2. *Either* **suits** my taste in dresses.

VI. Choosing the correct verb to agree with its subject in a **question** (interrogatory sentence) requires looking ahead in the sentence to determine the number of the subject, since subjects generally follow verbs in questions.

- Examples:**
1. *Doesn't* anyone listen to me anymore?
 2. *Aren't* the rules for the game more explicit than that?

Below the following sentences, write the subject, the correct verb, and the number.

1. Those cookies (has, have) lost their crispness.

subject _____ *verb* _____ *number* _____

2. Every cow, horse, and sheep on the farm (was, were) exposed to the disease.

subject _____ *verb* _____ *number* _____

3. Either his courage or his skill (carries, carry) him to further accomplishments.

subject _____ *verb* _____ *number* _____

4. Half of my friends (lives, live) in my neighborhood.

subject _____ *verb* _____ *number* _____

5. Each of the visitors always (shows, show) a different interest in the displays.

subject _____ *verb* _____ *number* _____

6. Neither the lawyer nor the judge (seems, seem) to understand her case.

subject _____ *verb* _____ *number* _____

7. (Doesn't, Don't) either team have a mascot?

subject _____ *verb* _____ *number* _____

8. Half of the fruit (spoils, spoil) before reaching the market.

subject _____ *verb* _____ *number* _____

9. Every one of her children (admires, admire) her faithfulness to them.

subject _____ *verb* _____ *number* _____

10. (Is, Are) neither of the appliances American-made?

subject _____ *verb* _____ *number* _____

11. The owner and manager of the shop (treats, treat) all of his customers respectfully.

subject _____ *verb* _____ *number* _____

12. Peaches and ice cream (makes, make) a refreshing dessert.

subject _____ *verb* _____ *number* _____

13. Neither the cost for the supplies nor the charges for labor (amounts, amount) to more than we expected.

subject _____ *verb* _____ *number* _____

14. Either the tomatoes or the oranges (gives, give) us vitamin C.

subject _____ *verb* _____ *number* _____

15. All of the market value of some antiques (is, are) often obscured by bidding.

subject _____ *verb* _____ *number* _____

Lesson Eleven

◆ *Spelling*

Learn to pronounce and spell the following words.

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|------------------|------------------|----------------------|
| 1. positively | 7. availability | 13. destructiveness |
| 2. negatively | 8. industrial | 14. sufficiently |
| 3. photographers | 9. California | 15. responsibilities |
| 4. productivity | 10. acreage | 16. immeasurable |
| 5. negligent | 11. preservation | 17. parenthetical |
| 6. annually | 12. phenomena | 18. interrupter |

Lesson Twelve

◆ *Spelling and Vocabulary*

Learn to pronounce, spell, and identify the following words.

- | | | |
|----------------|------------------|----------------|
| 1. substantive | 6. potential | 11. prolific |
| 2. extinction | 7. concession | 12. precision |
| 3. dissolution | 8. encroachment | 13. diverse |
| 4. demographic | 9. orchard | 14. incubation |
| 5. visionary | 10. computations | |

Lesson Thirteen

◆ Vocabulary

Each of the words in *Lesson 12* will fit in one of the following sentences to make the sentence complete. Write the words where they fit.

1. The time between exposure to a disease and its appearance is the _____ period.
2. Skills needed for basketball are _____ from those needed for tennis.
3. The _____ with which this watch is made accounts for its high cost.
4. Our _____ was full of fruit and nut trees.
5. Her mathematical _____ proved to be accurate.
6. The gradual _____ of the sea upon the shore washed away much of the beach.
7. High production figures indicated the orchard trees were more _____ than usual.
8. The _____ of the Communist governments in Eastern Europe began suddenly during the late 1980s.
9. His message was more _____ than entertaining.
10. His _____ research indicated a significant movement of people from the West Coast into the Rocky Mountain area during the past decade.
11. The _____ for an earthquake in Southern California is always present.
12. The negotiators sought to extract a _____ from each side in the dispute in order to move the talks toward conclusion.
13. The proposals for new advances in space exploration seem quite _____.
14. Without constant protection of some species of animals and plants, several might face _____.

Lesson Fourteen

◆ Expository Paragraph

Write an *expository paragraph* in which you explain how you did some project that was your responsibility during the summer months or past school year. If you did not have such a project to complete, select a hypothetical project and explain how it could be carried out. Choose your *topic sentence* carefully so that your teacher will know exactly what your project was and what facts you will attempt to develop in explaining it. You might answer the questions *when?*, *where?*, *why?*, and *how?* in your paragraph.

