



LANGUAGE ARTS

STUDENT BOOK

▶ **12th Grade** | Unit 2

LANGUAGE ARTS 1202

THE STRUCTURE OF LANGUAGE

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The Structure of Language

Introduction

Although many grammatical errors traditionally have been treated as unrelated problems, recently we have begun looking at language as a whole. Sentence fragments, fused sentences, dangling modifiers, and other similar errors actually result from one problem—grammatical structure. Total sentence meaning includes both lexical, or definable, meaning and structural meaning. If grammatical structure is clear, then the total meaning of a sentence should also be clear. Most sentence errors result from structural signals that are either ambiguous or inconsistent with lexical meaning.

Using the English language may be compared to driving an automobile: Many Americans know how to use it, but they do not care to understand how it operates. However, if you do understand auto mechanics, you can operate your car more efficiently; and, if you understand language structure, you can communicate more effectively by being able to identify and avoid many grammatical errors.

In this LIFEPAAC® you will review the parts of speech: nouns, pronouns (noun substitutes), verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. You will study the function of each of these language units. You will also review sentence structure by studying the types of sentences through the use of subordination. You will also study verb phrases, dependent clauses, appositives, and nominative absolutes.

Objectives

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

1. Identify the parts of speech.
2. Determine the part of speech of a word by its function in a sentence.
3. Identify and use different kinds of sentences for variety of expression.
4. Identify, form, and use verbals knowledgeably.
5. Identify, form, and use the three types of dependent clauses.
6. Recognize and use the nominative absolute.

Survey the LIFEPAK. Ask yourself some questions about this study and write your questions here.

1. PARTS OF SPEECH

The study of modern American English grammar may be approached in several ways. Traditionally, grammar is prescriptive because it tries to prescribe what grammar should be.

The identification of parts of speech began with Aristotle. By the time of Christ, eight different parts of speech had been classified. Only slight variations in these parts of speech have occurred during the long history of the study of grammar.

Descriptive grammar, or structural linguistics, is a more modern approach. This approach, beginning with spoken language forms, classifies words by their function within a given sentence. Descriptive grammar and traditional grammar may use similar classifications and terms.

Generative, or transformational, grammar is one of the newest approaches. Although generative grammar might be considered an outgrowth of

descriptive grammar in some respects, a major difference lies in the fact that it describes rules for all *possible* English sentences; traditional and descriptive grammar describe those sentences that already exist.

A combination of these three approaches—the classification of grammatical structure as it should be, the description of grammar as it is used, and the rules for forming all possible grammatical combinations—should bring a deeper understanding of language.

In this section you will study the parts of speech and their function in sentences. You will review nouns and noun substitutes, verbs and verb phrases, modifiers, prepositions, conjunctions, and interjections. You are probably familiar with all of these parts of speech, but the benefits of proper usage warrant the time spent in review.

Section Objectives

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

1. Identify the parts of speech.
2. Determine the part of speech of a word by its function in a sentence.

NOUNS AND NOUN SUBSTITUTES

Without nouns we would have no sentences. Sentences must have nouns or noun substitutes to indicate the subject of a verb.

Nouns. Nouns are naming words such as *car, horse, school, Frank, Colorado River, safety, and love*—words that we use primarily to stand for things, animals, places, people, and ideas. The tangible objects are called concrete nouns. Thought processes, ideas, or other intangible things, including *hatred, sovereignty, and devotion* are called abstract nouns. Nouns normally have a separate form for the singular and for the plural. They also take inflectional endings for showing ownership or possession.

	Singular	Plural
Nominative:	car	cars
	school	schools
Possessive:	girl's	girls'
	student's	students'

Noun substitutes. Any word or group of words that substitutes for a noun is called either a pronoun or a noun substitute. These substituting words function in the same way a noun functions. Notice the noun substitutes in the following sentences.

- Nobody* is responsible.
- The wise* make plans for eternity.
- All* have sinned and come short of the glory of God.
- Listening to the Lord* is important.
- How long he stays* is still in doubt.

Each of the preceding italicized words or groups of words is used as the subject of the sentence. Since a subject has to be a noun or pronoun, these subjects are either nouns or noun substitutes.

Pronouns. Pronouns fall into six categories. Each category has a different function.

Category	Function	Examples			
Relative	Introduces dependent clauses	who, whom, whose, which, that			
Interrogative	Asks questions	who? whom? whose? which? what?			
Demonstrative	Points out	this, that, these, those			
Reflexive	Reflects or intensifies	myself, yourself, himself, itself, ourselves, yourselves, themselves			
Indefinite	Indicates an unknown	Singular			
		one, anyone, someone, no one, none, everyone, anybody, somebody, nobody, everybody, anything, something, nothing, everything, much, either, neither, another			
		Plural			
		many, all, others, few, several, some, most			
Personal	Takes the place of proper nouns	Singular			
			<i>Nominative Case</i>	<i>Objective Case</i>	<i>Possessive Case</i>
		<i>1st person</i>	I	me	my, mine
		<i>2nd person</i>	you	you	your, yours
		<i>3rd person</i>	he she it	him her it	his her its
		Plural			
<i>1st person</i>	we	us	our, ours		
<i>2nd person</i>	you	you	your, yours		
<i>3rd person</i>	they	them	their, theirs		

The nominative case is used for subject and subject complement. The objective case is used for direct object, indirect object, object of the preposition. The possessive case forms—*my, your, his, her, its, our, your, and their*—are used as adjectives. Since they are both pronouns and adjectives, they are called pronominal adjectives. The possessive forms—*mine, your, his, hers, its, ours, yours, and theirs*—are used in place of nouns as subject(ive) complements. Notice that the possessive personal pronouns have *no* apostrophes because a special word has been constructed indicating possession.

List the nouns and pronouns in the following passage; then answer the questions.

“Teach me, O Lord the way of thy statutes; and I shall keep it unto the end. Give me understanding and I shall keep thy law; yea, I shall observe it with my whole heart.”

1.1 Nouns:

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | |

1.2 Pronouns:

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | h. _____ |
| i. _____ | j. _____ |

1.3 What kind of pronouns are used in the passage? _____**1.4** How many of these pronouns are in the nominative case? _____**1.5** How many of these pronouns are in the objective case? _____**1.6** How many of these pronouns are in the possessive case? _____**List the nouns and pronouns in the following passage.**

“If thine enemy be hungry, give him bread to eat, and if he be thirsty, give him water to drink; for thou shalt heap coals of fire upon his head, and the Lord shall reward thee.”

1.7 Nouns:

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | |

1.8 Pronouns:

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | |

List the pronouns in the preceding passage by case.

1.9 Nominative: a. _____ b. _____

1.10 Objective: a. _____ b. _____ c. _____

1.11 Possessive: a. _____ b. _____

Complete these activities.

1.12 Name ten *indefinite pronouns*.

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | h. _____ |
| i. _____ | j. _____ |

1.13 What two lists of pronouns are almost the same?

- | | |
|----------|----------|
| a. _____ | b. _____ |
|----------|----------|

1.14 What is the use of the reflexive pronoun? _____

1.15 Name three positions in the sentence used by the personal pronoun, objective case.

- | | | |
|----------|----------|----------|
| a. _____ | b. _____ | c. _____ |
|----------|----------|----------|

VERBS AND VERB PHRASES

A sentence must express a complete thought; it needs a noun or pronoun subject. The word or group of words that tells what the subject is or what it does is called the *verb*.

Characteristics of verbs. Verbs are words that by their inflections (endings) show time or *tense*.

The six tenses in the English language are these:

Present tense	action happening now, this minute, today
Past tense	action that happened and was completed in the past
Future tense	action that is expected to happen up ahead
Present perfect tense	past action at any time before now
Past perfect tense	past action completed before another past action
Future perfect tense (seldom used)	action completed before a set time in the future

Verbs are classified as regular or irregular by the way they form their principal parts. Regular verbs form their past and past participle by adding *-d*, *-ed*, or *-t* to the present form.

Present	Past	Present Participle	Past Participle
burn (burns)	burned or burnt	burning	burned or burnt
talk	talked	talking	talked
believe	believed	believing	believed

Irregular verbs have no pattern or set inflections for forming their past and past participles. *Be* is the most irregular form in the language and has eight forms: *be, am, is, are, was, were, being, been*.

Present	Past	Present Participle	Past Participle
begin	began	beginning	begun
choose	chose	choosing	chosen
do	did	doing	done
eat	ate	eating	eaten
freeze	froze	freezing	frozen
get	got	getting	gotten
go	went	going	gone
have	had	having	had
know	knew	knowing	known
lose	lost	losing	lost
ride	rode	riding	ridden
shake	shook	shaking	shaken
teach	taught	teaching	taught
tear	tore	tearing	torn
write	wrote	writing	written

The present form is used with *will* and *shall* to form the future tenses. The past form never has an auxiliary. The present participle adds *-ing* to the present and always requires a *being* auxiliary to be used as the predicate verb. The past participle always uses *have, has, or had* to form the present and past perfect tenses and a *being* verb to form the passive voice. These four forms are called the *principal parts* of a verb because all forms of a verb are made from them.

When it is used to provide the action or state of being of a sentence, the verb is called the simple predicate. The predicate may be one word or a group of words that is called a verb phrase. To know what words in the sentence are part of the verb phrase, one must know the auxiliaries. Some of the twenty-three auxiliaries are verbs in their own right and can be used alone as predicates. The first fourteen fall into this group: *am, are, is, was, were, be, been, being* (the verb *to be*), *have, has, had* (the verb *to have*), *do, does, did* (the verb *to do*). The other auxiliaries can be used *only* as auxiliaries and are called *modals*. The root verb may not be expressed but it must be implied. Modals are *can, could, shall, should, will, would, may, might, must*.



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