



LIFE·PAC®

Language Arts

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Alpha Omega Publications®

LANGUAGE ARTS 1202
THE STRUCTURE OF LANGUAGE

CONTENTS

I.	PARTS OF SPEECH	1
	Nouns and Noun Substitutes	2
	Verbs and Verb Phrases	5
	Adjectives and Adverbs	10
	Prepositions	11
	Conjunctions	12
	Interjections	12
II.	THE STRUCTURE OF SENTENCES	15
	Kinds of Sentences	15
	Parts of the Sentence	19
III.	METHODS OF SUBORDINATION	23
	Prepositional Phrases	23
	Verbal Phrases	25
	Dependent Clauses	29
	The Appositive	33
	The Nominative Absolute	34

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THE STRUCTURE OF LANGUAGE

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 LIFEPAC® 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 LIFEPAC.

When you have completed this LIFEPAC, 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.
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 LIFEPAC. Ask yourself some questions about this study. Write your questions here.

I. 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 school	cars schools
Possessive:	girl's student's	girls' 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	<p>Singular</p> <p>one, anyone, someone, no one, none, everyone, anybody, somebody, nobody, everybody, anything, something, nothing, everything, much, either, neither, another</p> <p>Plural</p> <p>many, all, others, few, several, some, most</p>																																				
Personal	Takes the place of proper nouns	<p>Singular</p> <table border="0"> <tr> <td></td> <td><i>Nominative Case</i></td> <td><i>Objective Case</i></td> <td><i>Possessive Case</i></td> </tr> <tr> <td><i>1st person</i></td> <td>I</td> <td>me</td> <td>my, mine</td> </tr> <tr> <td><i>2nd person</i></td> <td>you</td> <td>you</td> <td>your, yours</td> </tr> <tr> <td><i>3rd person</i></td> <td>he</td> <td>him</td> <td>his</td> </tr> <tr> <td></td> <td>she</td> <td>her</td> <td>her</td> </tr> <tr> <td></td> <td>it</td> <td>it</td> <td>its</td> </tr> </table> <p>Plural</p> <table border="0"> <tr> <td><i>1st person</i></td> <td>we</td> <td>us</td> <td>our, ours</td> </tr> <tr> <td><i>2nd person</i></td> <td>you</td> <td>you</td> <td>your, yours</td> </tr> <tr> <td><i>3rd person</i></td> <td>they</td> <td>them</td> <td>their, theirs</td> </tr> </table>		<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	him	his		she	her	her		it	it	its	<i>1st person</i>	we	us	our, ours	<i>2nd person</i>	you	you	your, yours	<i>3rd person</i>	they	them	their, theirs
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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. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | |

1.2 Pronouns:

- | | |
|----------|----------|
| a. _____ | f. _____ |
| b. _____ | g. _____ |
| c. _____ | h. _____ |
| d. _____ | i. _____ |
| e. _____ | 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. _____ e. _____
 - b. _____ f. _____
 - c. _____ g. _____
 - d. _____
- 1.8 Pronouns:
 - a. _____ e. _____
 - b. _____ f. _____
 - c. _____ g. _____
 - d. _____

➔ **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. _____ f. _____
 - b. _____ g. _____
 - c. _____ h. _____
 - d. _____ i. _____
 - e. _____ 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. _____