



Sentences are made up of WORDS, phrases, and clauses. Words are divided into eight parts of speech.

Match each part of speech with its definition.

- | | |
|----------------------|--|
| ___ (1) noun | (A) shows relationship between its object and another word in the sentence |
| ___ (2) pronoun | (B) modifies nouns or pronouns |
| ___ (3) verb | (C) shows action or links |
| ___ (4) adverb | (D) takes the place of a noun |
| ___ (5) adjective | (E) connects words, phrases, or clauses |
| ___ (6) preposition | (F) names a person, place, or thing |
| ___ (7) conjunction | (G) expresses strong feeling or surprise |
| ___ (8) interjection | (H) modifies a verb, adjective, or another adverb |

Let's note some special characteristics of nouns.



Nouns can be *classified* in several different ways.

Common noun—names any person, place, or thing

Examples: boy lake liberty pencil

Proper noun—names a particular person, place, or thing

Examples: Pudge Atlantic Ocean Statue of Liberty Chicago

(Note: a proper noun can be more than one word)

Compound noun—made up of two words, which are sometimes written together, sometimes hyphenated, and sometimes written as two words

Examples: railroad newspaper good-bye paper clip

Concrete noun—names something that can be seen, heard, touched, tasted, felt, or smelled

Examples: book heart smoke noise

Abstract noun—names something that cannot be seen, heard, touched, tasted, or smelled

Examples: love sorrow salvation patience

Find these three Scripture verses in your Bible and read them; then underline the reference of the verse that teaches us to be sincere.

(9) Romans 10:9

Philippians 1:10

Ephesians 4:28

Write C if the noun is common; write P if the noun is proper.

- | | | |
|----------------|---------------------|-----------------|
| ___ (1) Racer | ___ (3) automobile | ___ (5) night |
| ___ (2) pencil | ___ (4) Mt. Rainier | ___ (6) liberty |

Write A if the noun is abstract; write C if the noun is concrete.

- | | | |
|----------------|-----------------|----------------|
| ___ (7) water | ___ (11) health | ___ (15) tower |
| ___ (8) faith | ___ (12) breeze | ___ (16) love |
| ___ (9) wisdom | ___ (13) fog | ___ (17) apple |
| ___ (10) clock | ___ (14) hope | ___ (18) joy |

In a sentence a noun always has a job to do. It can be a subject, a direct object, an indirect object, a predicate nominative, an object of a preposition, an objective complement, an appositive, or a noun of direct address. These are the eight noun functions.

Match each noun function with its definition.

- | | |
|---------------------------------|--|
| ___ (19) subject | (A) addresses someone or something |
| ___ (20) direct object | (B) tells "to whom" or "for whom" the action is done |
| ___ (21) predicate nominative | (C) explains a noun or pronoun that comes before it |
| ___ (22) indirect object | (D) renames the subject |
| ___ (23) object of preposition | (E) tells "who" or "what" about the verb |
| ___ (24) appositive | (F) renames the direct object |
| ___ (25) noun of direct address | (G) answers "Whom?" or "What?" after an action verb |
| ___ (26) objective complement | (H) last word of a prepositional phrase |

Match the function with the sentence that illustrates the noun function of "Son."

- | | |
|---------------------------------|--|
| ___ (27) subject | (I) The Gospels record the earthly life of God's Son. |
| ___ (28) direct object | (J) Jesus Christ is God's Son. |
| ___ (29) predicate nominative | (K) The Son of God became a sinless man. |
| ___ (30) indirect object | (L) God blessed His Son. |
| ___ (31) object of preposition | (M) God gave His Son great power. |
| ___ (32) appositive | (N) In Matthew, Jesus, God's Son, is King of the Jews. |
| ___ (33) noun of direct address | (O) Luke calls Him the Son of Man. |
| ___ (34) objective complement | (P) Someday God will say, "My Son, reign forever." |

Score pages
21, 22, 23, and 24.

Correct mistakes.

Rescore.

Pronouns take the place of nouns. There are five kinds of pronouns. Let's review them.

1. **Personal**—refer to people and have case: *I, you, he, she, it, we, they, me, him*
2. **Interrogative**—used to ask questions: *who, whom, whose, which, what*
3. **Demonstrative**—used to point out: *this, that, these, those*
4. **Indefinite**—refer to persons, places, or things in a general, or indefinite, manner: *none, one, such, more, each, something, all, every, much*
5. **Relative**—used to introduce adjective clauses: *who, whom, whose, which, what, that*

On the line indicate the kind of pronoun each italicized word is.

- (1) Matthew and Luke are the Gospel writers *who* tell of Jesus' birth. _____
- (2) Because Matthew portrays Jesus as a king, he tells *us* of the visit of the Wise Men. _____
- (3) Luke, the physician, on the other hand, includes *all* the details of how Jesus was wrapped in swaddling clothes and laid in a manger. _____
- (4) *Who* else but a doctor would note the important presentation in the Temple on the eighth day? _____
- (5) In Matthew *we* learn that Herod wanted to kill the new, little King, and how the family fled to Egypt. _____
- (6) Only Luke and Matthew tell us how the prophecy *that* the Messiah should be a Nazarene was fulfilled. _____

The verb is the "key" word in a sentence. It shows *action* or *links* the subject to another word in the sentence. A verb can be one word or a phrase (a main verb with one or more helping verbs).

Examples: played was playing should have been played

Draw two lines under the verb in each sentence. On the line indicate whether the verb is an "action" or a "linking" verb.

- (7) Luke includes one interesting incident not in the other Gospels. _____
- (8) At the time, Jesus was twelve years old. _____
- (9) The family had gone to Jerusalem to celebrate the Passover. _____
- (10) On the return journey, Jesus' parents could not find Him. _____
- (11) He was busy in the Temple. _____
- (12) He was doing His Heavenly Father's business. _____

Action verbs may be *transitive* or *intransitive*. Transitive verbs always have a doer and receiver of the action. Intransitive verbs have a doer of the action but no receiver of the action. Linking verbs are always intransitive: they have neither a doer nor receiver of action.

Examples: She plays the flute. (transitive - "flute" is the receiver of the action)
She sings too. (intransitive - has no receiver of the action)
She plays in the orchestra. (intransitive - has a prepositional phrase but no receiver of the action)
She is a good flutist. (intransitive - linking verb)

Draw two lines under the verb in each sentence. On the line indicate whether the verb is "transitive" or "intransitive."

- (13) All four Gospels record the events of the baptism of Jesus. _____
- (14) This was in preparation for His coming public ministry. _____
- (15) As God's witness of His Son, the Holy Spirit descended upon Jesus for power. _____
- (16) Then God spoke in an audible voice. _____
- (17) "This is my beloved Son." _____
- (18) Jesus pleased the Father in His baptism too. _____

Some, but not all, verbs have voice. Only transitive verbs (action verbs that have a receiver of the action) have voice. Voice indicates who the doer and receiver of the action are. Sometimes the receiver of the action is the direct object, and sometimes it is the subject. If the direct object is the receiver of the action, the voice of the verb is *active*. If the subject is the receiver of the action, the voice of the verb is *passive*.

Examples: The orchestra played my favorite song. (active voice - the subject is the doer of the action, and the direct object is the receiver of the action)
My favorite song was played by the orchestra. (passive voice - the subject is the receiver of the action, and the object of the preposition is the doer of the action)

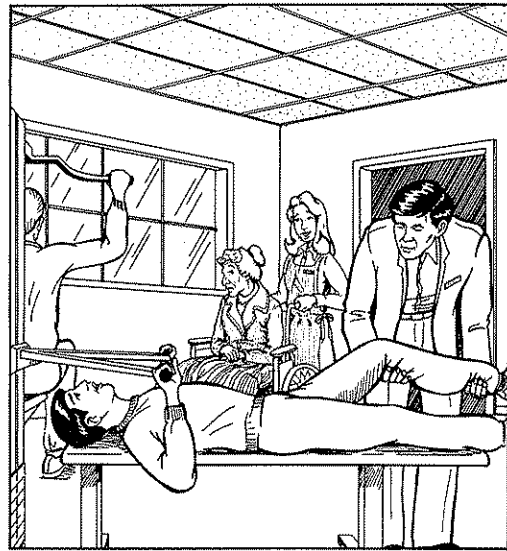
Draw two lines under the verb in each sentence. On the line indicate whether the verb has "active" or "passive" voice.

- (19) The temptation of Jesus is recorded in all the Gospels except John. _____
- (20) Although weak physically, Christ defeated Satan in the spiritual realm. _____
- (21) He met every temptation with Scripture. _____
- (22) We are also tempted every day. _____
- (23) We, too, must claim God's promises in temptation. _____
- (24) In this way, Satan will be defeated in our lives also. _____

Read this sentence and answer the questions.

The wise man defeats Satan by practicing scriptural principles.

- (25) What is the verb? _____
- (26) Is it an action or linking verb? _____
- (27) Is it transitive or intransitive? _____ How do you know? _____
- (28) Does the verb have voice? _____ If so, what voice? _____
Why does it have or not have voice? _____



A Sincere Desire

"Push, Victor. Now, pull. Pull!" encourages the therapist. "Keep it up; you're doing great."

"Thanks, I'm trying," puffs Victor. Beads of perspiration dot his forehead. "I never worked out this hard, even when I was preparing for competition."

Just then Sandy passes, pushing another therapy patient. "How's it going, Victor?"

"Great! I'm getting stronger all the time," answers Victor.

"You're going to need it if you're going to carry passengers."

"Oh, did Ace tell you about that?" chuckles Victor.

"He sure did." And with that Sandy pushes her patient to another workout station and goes on about her duties.

Victor continues pushing and pulling. The weights rise and fall as the therapist urges him to exert himself to the fullest. Finally . . . "That's enough for today, Victor. Ready for the shower room?"

"And how!" exclaims Victor.

As they leave the weight room, the therapist asks, "What's this about carrying passengers?"

"Oh," laughs Victor, "Sandy was talking about my ministry at church. I work on a bus route, and I've discovered that the children are fascinated by my 'wheels.' They'll ride the bus—if I promise to give them a ride in my wheelchair. So, I do. They think I can do anything in this wheelchair. Some of the teen-agers want me to learn to play wheelchair basketball and enter the wheelchair races. Can you imagine?"

"Sure. Why not?" asks the therapist pointedly.

"What! You've got to be kidding," replies Victor in amazement. "I couldn't do anything like that. Besides, athletics was almost a god to me. I'm not getting that idol out of the closet again."

"Well, you know yourself, Victor, but you still have a lot of athletic ability."

Victor hesitates, "I don't know. Maybe you're right. I'll pray about it." Then in a very serious tone, almost to himself, he says, "I just don't want to get away from the Lord again. The most important thing to me is that I do what God wants me to do."

Answer the following questions.

(1) How does Victor use his "wheels" in the ministry? _____

(2) What do the teen-agers think Victor should do with his "wheels"? _____

(3) Do you think he should? _____ Why or why not? _____

(4) How will Victor determine God's will? _____

(5) What is the most important thing to Victor? _____

Adjectives and adverbs are modifying words. **Remember:** Adjectives always modify nouns; whereas adverbs usually modify verbs but sometimes modify adjectives or other adverbs.

Examples: Jesus is a *wonderful* Saviour. (adjective modifying the noun "Saviour")

He *wonderfully* forgave my sin. (adverb modifying the verb "forgave")

My Lord is *so* wonderful. (adverb modifying the adjective "wonderful")

He *so* wonderfully meets my needs. (adverb modifying the adverb "wonderfully")

NOTICE! Most adjectives come before the noun they modify. Adverbs, on the other hand, have no fixed place in a sentence, yet they always tell *how*, *when*, *where*, or *why* about the verb, adjective, or adverb they modify.

Indicate the function of each italicized word by writing AJ for adjective or AV for adverb above the word.

(1-21) Jesus had *twelve specially chosen* disciples, who were from *very different* backgrounds.

Matthew was a tax collector for the *Roman* government. Peter and Andrew, brothers, were *rugged* fishermen, as were James and John, the sons of Zebedee. The Scriptures do *not* include *many background* details about the rest, but Matthew, Mark, and Luke list *their* names. Judas, who betrayed Christ, is *always* singled out, and John is known as the *beloved* disciple. *Eventually* all the *true* disciples, except John, died a *martyr's* death, and according to tradition, John was boiled in oil. These *chosen* men were *faithful* to *their* Saviour *even* unto death.

Write the definition of each of the following.

(22) preposition - _____

(23) interjection - _____

(24) conjunction - _____

Indicate the function of each italicized word by writing P for preposition, I for interjection, or C for conjunction above the word.

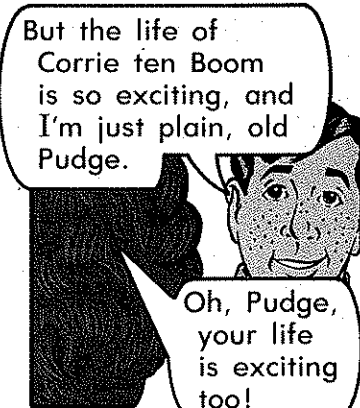
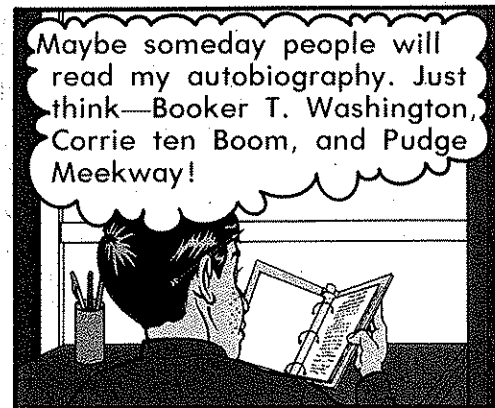
(25-38) *Oh*, how wonderful it must have been to be *near* the Saviour *during* His earthly

ministry—*not only* to see the miracles, *but also* to hear His parables and sermons. We do not have that privilege, *yet* we can walk *with* Him too—in a spiritual way. How do we walk *with* the Lord? *Well*, Jesus exemplified Biblical principles, *and* He always pleased His Heavenly Father. *By* obeying Biblical principles, we, too, will please our Heavenly Father *and* walk *with* Him.

Score pages
25, 26, 27, and 28.

Correct mistakes.


Rescore.



Use the following abbreviations and write the function of each italicized word on the line.

- | | | | |
|-------------|-------------|------------------|------------------|
| noun - N | verb - V | adjective - AJ | interjection - I |
| pronoun - P | adverb - AV | preposition - PP | conjunction - C |

- (1) The first miracle Jesus performed was *at* a marriage in Cana of Galilee. _____
- (2) The Scriptures state that He *turned* water into wine. _____
- (3) All four Gospels record how *He* fed five thousand with five loaves and two fishes. _____
- (4) Another time He *miraculously* fed four thousand. _____
- (5) Once He stilled a *raging* sea by saying, "Peace, be still." _____
- (6) The blind, the lame, the deaf, and the mute were all healed by a touch *or* word. _____
- (7) Lepers and the demon *possessed* were restored. _____
- (8) Even the *dead* were raised. _____
- (9) John ends his *Gospel* by saying, ". . . there are also many other things _____
- (10) which Jesus did, the which, if they should be written every *one*, I _____
- (11) suppose that even the world *itself* could not contain the books that _____
- (12) should be written. *Amen*." _____



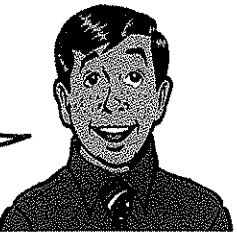
Sentences are made up of words and PHRASES.

A phrase is a group of words that function as a part of speech. A phrase does not have a subject and verb and cannot stand alone as a sentence. Three kinds of phrases are used in sentences. The three kinds of phrases are *verb phrases*, *prepositional phrases*, and *verbal phrases*.

Examples: I *will praise* the Lord. (verb phrase)
 I will sing praises *to the Lord*. (prepositional phrase)
Singing praises, I please the Lord. (verbal phrase)

On the line indicate whether the italicized phrase is a "verb phrase," "prepositional phrase," or "verbal phrase."

- (1) *When thinking of the life of Jesus Christ*, most people immediately think of His miraculous birth. _____
- (2) His birth, however, was not as important *as His death and resurrection*. _____
- (3) The writers of the Gospels knew this, and for that reason, only two have recorded His birth, but all four *have recorded* His death and resurrection. _____
- (4) Jesus died for our sins, but He *could not have been* our Saviour if He had not risen again. _____



Sentences are also made up of CLAUSES. A clause is a group of words that contains a subject and a verb.

THINK! (5) *What are the two kinds of clauses?*

On the line indicate whether the italicized group of words is a "phrase" or a "clause."

- (6) The events of the week of the crucifixion *were* very *upsetting* to the disciples. _____
- (7) *Although Jesus had told them* He must die, they thought He would become their king. _____
- (8) Had He not made a triumphal entry *into Jerusalem*? _____
- (9) They did not understand that He was the "perfect" Lamb, *dying sacrificially*. _____
- (10) Only after He arose, *did they believe and understand*. _____

Score pages 29 and 30. <input type="text"/>	Correct mistakes. <input type="text"/>	Rescore. <input type="text"/>
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