

# ***ENGLISH*** ***GRAMMAR***

CED - 151

International College of Bible Theology

## THE VISION

As we have been commissioned by the prophet of old, we now set our hand to write the vision of International College of Bible Theology, so that: "He that runs may read it, the vision having been clearly written and made plain" Habakkuk 2:2.

- 1) **UNITY** - To build up the Body of Christ by networking with churches large and small, international as well as local ministries. This networking is to access seasoned leadership ministries to the small, local Church, to encourage unity and fellowship among pastors, Church leadership and para-church groups through active service.
- 2) **GOSPEL** - To go with the lifeline of the Gospel, to educate with love, integrity, and without compromise.
- 3) **ONE CROSS FOR ALL** - To cross the cultural, racial, and denominational lines for unity, fellowship, networking, and progress. To have an open door through I.C.B.T to all who desire to join with us in a common goal and for the highest good. To proclaim one cross for all cultures, races, denominations, and peoples.
- 4) **GO YE** - To go wherever there is a need, to rich or poor, to majorities or minorities, to large or small churches, to free or bound, to go where many fail to go and to meet the needs before us.
- 5) **THE CALLED** - To make available opportunities to those called to minister and to expand their horizons through new associations and experiences. To aid new and/or younger ministers fulfilling God's call on their lives.
- 6) **EDUCATION** - God has charged us with propagating the Gospel to poor people, minorities, and small churches where many fail to go. This education is through foundational schools that teach the basics of Christianity as well as correspondence schooling for those seeking more in-depth levels in Christian teachings.
- 7) **APPLICATION** - To bring opportunity to students by making available to them teachings and information for practical application and beyond traditional confines.
- 8) **DREAM A DREAM** - To cause each person we associate with to catch a vision, to dream yet another dream, and to keep their eyes on Jesus, the author and finisher of their faith.
- 9) **THE CALL** - To encourage each person to move out of his comfort zone, to be all he can be for Christ and to fulfill that call upon his life. To encourage each one to pursue his purpose, live up to his potential, and produce the fruit of the Spirit.

International College  
of  
Bible Theology

"Study to shew thyself approved unto God,  
a workman that needeth not to be ashamed,  
rightly dividing the word of truth"  
II Timothy 2:15

Administrative & Curriculum Office  
P.O. Box 339  
Norris City, Illinois 62869  
Phone: 618-378-3821 - Fax: 618-378-2101

## English Grammar

130 pages of Commentary  
0 Homework assignments  
0 Quiz assignments  
0 Midterm Exam  
0 Final Exam

INSTRUCTIONS: Read the Commentary.

Do Chapter I, which covers pages 6-7 in the Commentary.  
Do Chapter II, which covers page 8 in the Commentary  
Do Chapter III, which covers pages 9-22 in the Commentary  
Do Chapter IV, which covers pages 23-46 in the Commentary  
Do Chapter V, which covers pages 47-60 in the Commentary  
Do Chapter VI, which covers pages 61-63 in the Commentary  
Do Chapter VII, which covers pages 64-88 in the Commentary  
Do Chapter VIII, which covers pages 89-115 in the Commentary  
Do Chapter IX, which covers pages 116-128 in the Commentary  
Do Chapter X, which covers page 129 in the Commentary  
Do Chapter XI, which covers page 130 in the Commentary

Turn in all sheets completed from Workbook.

ALL TERM PAPERS MUST BE COMPLETED AND TURNED IN TO THE INSTRUCTOR BEFORE THE FINAL EXAM. NO GRADES WILL BE GIVEN FOR THE COURSE WITHOUT THE COMPLETION OF THE TERM PAPER.

## TABLE OF CONTENTS

I.	Spelling Rules	6
II.	Prepositions	8
III.	Nouns	9
IV.	Pronouns	23
V.	Adjectives	47
VI.	Verbs	61
VII.	Contractions	64
VIII.	Adverbs	89
IX.	Prepositions	116
X.	Conjunctions	129
XI.	Interjections	130

## I. SPELLING RULES

Almost no spelling rule is absolute. It is well to make this clear and to say that we shall be on the lookout for words that do not conform to the rules. In the first fifteen hundred words used most often, less than 7 percent have parts which do not agree with the sounds on the phonogram cards or with these rules of spelling. All these rules hold true often enough to be very helpful. Pupils “discover” words to which the rules do not apply and learn why they do not, if a reason can be found. In that way the words make an impression not quickly forgotten. Finding the word soccer in which we drop the sound of the second c, or facade where c says ‘s’ and it is not followed by e, i, or y are examples. It is important to read the spelling rules out loud. It is also important to, find words in which each rule is used and write the words. Students should challenge themselves to memorizing the spelling rules and the phonograms.

**Rule 1.** q is always written with two letters, qu, when we say “kw.” The u is not considered a vowel here.

**Rule 2.** When c by itself has a sound (not part of a two-letter phonogram) it always says ‘s’ if followed by e, i, or y (cent, city, cyclone). If not followed by one of these letters its sound is ‘k’ (cat, claw, cyclone). This is true in spelling and in reading.

**Rule 3.** When g has a sound by itself it can say ‘j’ only when followed by e, i, or y. When followed by any other letter it says ‘g.’ (Get, girl and give show that e and i following g do not always make the g say ‘j’. In spelling, if g is used to say ‘j’ it must be followed by e, i, or y (pigeon, religious, energy).

**Rule 4.** Vowels a, e, i, o, u, usually say ‘ā,’ ‘ē,’ ‘ī,’ ‘ō,’ ‘ū,’ at the end of a syllable. This one of but three ways a vowel may say ‘ā,’ ‘ē,’ ‘ī,’ ‘ō,’ ‘ū,’

**Rule 5.** i and y can say ‘i’ at the end of a syllable but usually then say ‘ī’ This is shown at the end of the second syllable of both Indian and baby.

**Rule 6.** y, not i is used at the end of an English word. (Taxi is short for taxicab and macaroni is an Italian word, Words like these should be explained when they are met.)

**Rule 7.** There are five kinds of silent final ‘e’ s.

- A. **time.** This is an ‘i’ then a consonant and a final e. The silent e is put there to let the i say ‘ī’ instead of ĭ. This is true in *late*, *here*, *style*, *role*, and *tune*. The single vowels before any single consonant can say ‘ā,’ ‘ē,’ ‘ī,’ ‘ō,’ or ‘ū,’ if a silent e follows to end the base word.
- B. **have, blue.** In the English we cannot end a word with v or the single vowel u. We add a silent e. (Impromptu is one of the few exceptions.)
- C. **chance, charge.** The silent e follows c and so they can say ‘s’ and ‘j.’ Without the ‘e’, the last sounds would be ‘k’ and ‘g’.
- D. **little.** Every syllable in English must contain at least one vowel. ble, cle, dle, fle, gle, kle, ple, sle, tle, and zle are the only syllables where neither of the first two letters is a vowel and, the silent e is added in each so they can be separate syllables, All other syllables in English have a vowel sound.
- E. **are.** The e is not needed for any of the above reasons. It has no job, and we call it the “no job e”. House, come, promise are other examples of silent e’s which perform no useful purpose in present-day English.

**Rule 8.** May say ‘er’ when ‘w’ comes before the or, as in work.

**Rule 9.** After c we use ei .If we say ‘ā’ we can use ei (never ie). In the list of exceptions we use ei. In all other words that contain ie or ei we use ie.

**Rule 10.** sh may be used at the beginning or end of a base word and at the end of a syllable (she, finish) but except in the ending ship (friendship, worship), not at the beginning of a syllable after the first one.

**Rule 11.** ti, si, ci are the spellings most frequently used to say ‘sh’ at the beginning of a second or subsequent syllable in a base word.

**Rule 12.** si is used to say ‘sh’ when the syllable before it ends in a s (ses sion) and when the base word has an s where the base word changes (tense, ten sion).

**Rule 13.** si (not ti or ci) can also say ‘zh’ as in vision.

**Rule 14.** Words of one syllable (hop) ending in one consonant, which have only one vowel before this last consonant, need another consonant before adding an ending that begins with a vowel. (Rule 14 does not apply to words ending in x which has two sounds, ‘ks’: boxing, or ox en).

**Rule 15.** Words of two syllables, (begin) where the second syllable gin is like hop, having one consonant at the end and one vowel before it, also need another consonant before adding an ending that begins with a vowel, if the accent is on the last syllable. (Americans have used this rule more consistently than have the English speaking British.)

**Rule 16.** Words ending with one of the five kinds of silent e’s are written without the ‘e’ when adding an ending that begins with a vowel, (When the ending begins with a vowel which is not e, i, or y, the silent e is retained so that g can say ‘j’ as in changeable, or as the c can say ‘s’ as in noticeable. (Rules 2 and 3 explain this.)

### ADDITIONAL RULES

**Rule 17.** In English we often double l, f, and s following a single vowel at the end of a word of one syllable, as in will, off, glass, roll. Pupils must learn these and then they must learn words like recess; distaff; egg, and add, when they meet them.

**Rule 18.** Base words do not end with the letter a saying ‘ā’ (except for the article a). ay is used most often.

**Rule 19.** The i and o vowels *may* say ‘ī’ and ‘ō’ if followed by two consonants (find, old).

**Rule 20.** s never follows x, There is an s sound in x, ‘ks.’ Unless a c followed by e, i, or y can be used there cannot be a second ‘s’ sound (ex cept, but expect).

**Rule 21.** All, written alone, had double l, but written with another syllable only 1 is written (al so, al most).

**Rule 22.** When till and full are added to another syllable we write one l (until, beautiful).

**Rule 23.** dge maybe used *only* after a single vowel which says ‘ă,’ ‘ĕ,’ ‘ĭ,’ ‘ō,’ ‘ŭ’ (badge, ledge, bridge, lodge, budge).

**Rule 24.** When adding an ending to a word that ends with y that has a sound alone, change the y to i unless the ending is ing: carry is changed to carried, and carries, but in boys we do not change the y since it is ay or oy, and not y alone for the sound.

**Rule 25.** ck may be used only after a single vowel which says, ‘ă,’ ‘ĕ,’ ‘ĭ,’ ‘ō,’ ‘ŭ.’

**Rule 26.** Words which are the individual names or titles of people, of places; or books, or days and months, etc., are capitalized (Mary, Honolulu, Amazon River, Bible, Monday, July).

**Rule 27.** z (never s) is used to say ‘z’ at the beginning of a base word (zoo).

**Rule 28.** ed says ‘d’ or ‘t’ as the past-tense ending of any base word which does not end in the sound ‘d’ or ‘t’ (lived, jumped). If a base word ends in the sound ‘d’ or ‘t,’ adding ed makes another syllable which says ‘ed’ (sid ed, part ed).

**Rule 29.** Double consonants within base words of more than one syllable should both be sounded for spelling. In wilting little, the pupil says ‘lit’ and writes lit, says ‘tle’ and writes tle In the rhythm of speech

the second t drops out. We say ‘lit le.’ In all such words the consonant is sounded *in the accented syllable*. In accept, both c’s are sounded in speech because each c has a different sound, but the word account follows the rule; we say ‘a count.’

## II. PREPOSITIONS:

This is the entire list of prepositions.

about	during	toward
above	except	under
across	for	underneath
after	from	until
against	in	up
along	inside	upon
amid	into	with
among	like	within
around	• near	without
at	of	
atop	off	
before	on	
behind	• onto	
below	out	
beneath	outside	
beside	over	
between	past	
beyond	regarding	
but (meaning except)	since	
by	through	
concerning	throughout	
down	to	

### **III. NOUNS**

A. Definition: A noun names a person, place, thing, or idea.

Examples:

person: Judy, aunt, teacher, dentist, George Washington

place: park, beach, zoo, Washington, D.C.

thing: knife, rose, mustard

idea: happiness, love, • knowledge

B. Concrete and Abstract Nouns:

1. Concrete nouns can be seen: book, camera, tree.

Some concrete nouns cannot technically be seen unless they are examined in very small parts called atoms, Examples of this are air and wind

2. Abstract nouns are those that cannot be seen. They usually represent an idea. Examples of abstract nouns are love and kindness.

## COMMON AND PROPER NOUNS

A common noun does not name a specific person, place, or thing. Most nouns are common. Do not capitalize common nouns.

Examples: person: boy, girl, cousin, nurse, mayor

place: park, zoo, ceiling

thing: egg, rope, train

Types of common nouns are still common and are not capitalized.

Examples:

<u>common noun</u>	<u>type (common noun)</u>
flower	daisy
dog	terrier
horse	palomino
building	tower

A proper noun names a specific person, place, or thing. Capitalize a proper noun.

<u>common noun</u>	<u>proper noun</u>
boy	Gary
girl	Sarah
cat	Whiskers
doctor	Dr. Jones
park	Green Park
zoo	San Diego Zoo
train	Oriental Express

## NOUN DETERMINERS

Determiners are words that signal that a noun *may* follow. They simply help you to identify nouns in a sentence. Determiners are stop signs. When you see a determiner, stop and check if a noun follows it.

Classification of Determiners:

1. Articles: a, an, the

Example: **The tire** is flat.

2. Demonstratives: this, that, those, these

Example: Do you like **this gum**?

3. Numbers

Example: **Two boys** laughed and cheered.

4. Possessive pronouns: my, his, her, your, its, our, their, whose

Example: **My cousin is your neighbor.**

5. Possessive nouns:

Example: Has the **dog's leash** been found?

Note: Both the word that owns (dog's) and the noun that it owns (leash) are considered nouns. Underline both as nouns.

6. Indefinites: some, few, many, several, no, any

Example: **Several guests** arrived.

IMPORTANT: There may be two determiners before a noun.

**Her first tooth** came in.

IMPORTANT: There may be determiner + descriptive word or words before the noun.

**A large white cake** had been made.

IMPORTANT: There may be nouns without determiners in a sentence. Always look for any word that states a person, place, thing, or idea.

**Dad and **his friend**** went to Seattle.

## SINGULAR AND PLURAL NOUNS

Singular means one.

Plural means more than one.

Rule 1: The plural of most nouns is made by adding “s” to the singular form.

comb	kite
combs	kites

Rule 2: When a singular noun ends in s, sh, ch, x, or z, add es to form the plural.

bus	flash	patch	six	fuzz
buses	flashes	patches	sixes	fuzzes

Rule 3: When a singular noun ends in a vowel + y (ay, ey, iy, or uy), add s to form the plural.

day	donkey	toy	guy
days	donkeys	toys	guys

Rule 4: When a singular noun ends in a consonant + y, change the y to i and add es.

lady	berry	baby
ladies	berries	babies

Rule 5: Some nouns totally change in the plural form.

man	child	goose
men	children	geese

Use a dictionary to determine the plural form of nouns.

In a dictionary, pl or pl.. means plural

If the word changes to form the plural, the dictionary will spell out the plural.

Example: child (child) n. **pl. children** 1. baby or infant

If two spellings are given, the first is preferred.

Example: cac tus (kak'tus) n., **pl. cacti, cactuses**  
The dictionary may also give the endings as: pl. **ti** or **tuses**.

Rule 6: Some nouns are the same in singular and plural forms.

deer                  moose

deer                  moose

Use a dictionary to determine the plural form of nouns.

In a dictionary p1 or pl. means plural

If two spellings are given, the first is preferred.

Example:     doe (do) n, pl doe or does

Rule 7: Some nouns ending in f, change the f to v and add es to form the plural.

loaf                  calf

loaves                calves

Use a dictionary to determine the plural form.

If a noun changes from f to v in the plural, the dictionary will show it.

Example:     loaf (lof) n., p1. loaves                  1. a shaped mass of bread

When two spellings are given for the plural, the first is preferred.

Example: hoot (hoof ) n., p1. **hoofs** or **hooves**

Rule 8: Some nouns ending in f do not change. They simply add s.

roof	proof
roofs	proofs

Use a dictionary to determine the plural form of nouns.

Rule 9: Some nouns ending in o, add s to form the plural.

yo-yo	piano
yo-yos	pianos

Some nouns ending in o add es to form the plural.

tomato	potato
tomatoes	potatoes

Some nouns ending in o add s or es to form the plural.

hobo	zero
hoboes or hobos	zeros or zeroes

When two spellings are provided, the first is preferred.

Note: Notice that the preferred spelling for hobo adds es where the preferred spelling of the plural form of zero simply adds s. Always use a dictionary.

Rule 10: Some hyphenated nouns add s to the first part when forming the plural.

father-in-law
fathers <u>s</u> -in-law

Some non-hyphenated words that serve as a singular noun add s to the first part when forming the plural.

editor in chief
editors <u>s</u> in chief

Use a dictionary to determine the plural form of nouns.

## **IV. PRONOUNS**

### Personal Pronouns

Pronouns take the place of nouns.

Nominative pronouns usually serve as the subject of a sentence, Nominative pronouns include **I, he, she, we, they, you, who, and it.**

Examples:     **Mary** makes birdhouses.

**She** makes birdhouses.

**Brett** and **Joe** are selling popsicles.

**They** are selling popsicles.

                  Is **Mr. Dobbs** your friend?

                  Is **he** your friend?

Important:     If you are talking about yourself, use the pronoun, **I**, at or near the beginning of a sentence

Example:       After lunch, **I** played with my friend.

When referring to yourself and another person, say the other person's name first.

Example:       **Matt** and **I** bought ice cream.

Do not say Matt and me or me and Matt.

## **PRONOUNS**

Pronouns take the place of nouns.

Objective pronouns are usually used after a preposition or as a direct object.  
Objective pronouns include **me, him, her, us, them, you, whom,** and **it.**

Examples: The coach is talking to the **girl**.

The coach is talking to **her**. (object of the preposition)

The ball hit **Jack** on the leg.

The ball hit **him** on the leg. (direct object)

## COMPOUND PRONOUNS

Compound means more than one.

Sometimes, there is more than one subject of a sentence, This is called a compound subject.

Example: **Tammy** and **Linda** chose several guppies.

**Tammy** and **she** chose several guppies.

Sometimes, there is more than one object in a sentence,

Examples: An older girl sat beside **Katie** and **Kyle**.

An older girl sat beside **Katie** and **him**.

Pronoun Finger Trick:

If you are unsure which pronoun to use, place your finger or fingers over the first part of the compound.

Example: Tammy and ( her, she ) chose several guppies.

**Her** chose several guppies. Incorrect!

**She** chose several guppies. Correct!

Tammy and (her, **she**) chose several guppies.

Example: An older girl sat beside Katie and (he, him ),

An older girl sat beside **he**. Incorrect

An older girl sat beside **him**. Correct!

An older girl sat beside Katie and (he, **him**).

## POSSESSIVE PRONOUNS

Possessive pronouns include:

my	mine
his	
her	hers
your	yours
its	
our	ours
their	theirs

**My, his her, Your, its, our, and their** will come before a noun (or pronoun).

**Your** dog is cute.

**Mine, hero, yours, ours, and theirs** will occur after a noun.

These books are **mine**.

A possessive pronoun does two things:

- A. A possessive pronoun takes the place of a noun.
- B. A possessive pronoun shows ownership.

Examples: a watch belonging to Kathy  
**Kathy's** watch  
**her** watch  
toys belonging to the children  
**children's** toys  
**their** toys

A possessive pronoun does **not have** an apostrophe (').

## Possessive Pronouns

Antecedents;

To have an antecedent, you must have a possessive pronoun.

Jill washed **her** car

If you chose not to use a possessive pronoun, you would have to use the noun again:

Jill washed **Jill's** new car

The possessive pronoun *her* refers back to Jill. **Jill is called the antecedent.**

Definition: An antecedent is the noun or pronoun to which the possessive pronoun refers.

Example: The men talked about their new job.

- a. *Their* is a possessive pronoun.
- b. *Men* is the noun to which *their* refers back in the sentence.

‘The *men* talked about the *men's* new job.

- c. *Men* is the antecedent of *their*.

Note: An antecedent will not be a word in a prepositional phrase.

The lamb with black ears followed its mother.  
The lamb *with black ears* followed its mother.  
antecedent for *its*= Iamb

Antecedents agree in gender. If you use *her* in a sentence, the antecedent will be feminine.

Incorrect: Joan wants a doll for *his* daughter.  
Correct: Joan wants a doll for *her* daughter.

Antecedents agree in number. If you use *her* in a sentence, the antecedent will be singular.

Incorrect: Joan wants a doll for their daughter.  
Correct: Joan wants a doll for *her* daughter

## INTERROGATIVE PRONOUNS

An Interrogative pronoun asks a question.

Interrogative pronouns include who, whom, whose, which, and what.

- Examples:     **Who** is coming with me?  
                  For **whom** did you buy that?  
                  **Whose** is that?  
                  **Which** is right?  
                  **What** did you do last night?

### LEARNING WHEN TO USE WHO AND WHOM:

1.     Who is a nominative pronoun. Who will serve as subject of a sentence.  
  
       **Who** is your teacher? (subject)
2.     Whom is an objective pronoun. Whom will serve as an object of a sentence.
  - a.     Object of a preposition:  
  
          Incorrect:     Who did you give that **to**?

### **Do not end a sentence with to, for, with or at!**

Correct:     **To** whom did you give that?

### Use whom after to, for, with or at!

Correct:     For whom is that gift?  
  
               From whom is that note?  
  
               With whom will you stay?  
  
               At whom was the dodge bail thrown?

b. Direct object

A direct object receives the action of a verb. Use whom as a direct object in a sentence that asks a question.

The ball hit **whom** on the foot?

**What, which, and whose** are pronouns when they stand alone. However, they serve as adjectives when they modify (go over to) a noun (or pronoun) in a sentence.

Examples:

What are you reading? (pronoun)

What book are you reading? what book (adjective)

Which do you like best? (pronoun)

Which cake do you like best? which cake (adjective)

Whose is this? (pronoun)

Whose pencil is this? whose pencil (adjective)

When you see what, which, or whose, always check to see if it modifies or goes over to another word in the sentence.

Example: **Which answer** was correct? (adjective)

If what, which, or whose stands alone, it serves as a pronoun.

Example: **Which** was chosen? (pronoun)

We do not know to what the word which refers.

## V. ADJECTIVES

**There are two major types of adjectives: limiting and descriptive.**

You have used limiting adjectives when studying nouns. They were called determiners or determining adjectives.

*Limiting Adjectives = Determiners = Determining Adjectives*

### **Limiting (Determining) Adjectives:**

1. **Articles: a, an, the**

Example: The bank has closed.

2. **Demonstratives: this, that, those, these**

Example: Are those hangers plastic?

3. **Numbers**

Example: Thirteen students were in the play.

4. **Possessive pronouns: my, his, her, your, its, our, their, whose**

Example: Whose umbrella is missing?

5. **Possessive nouns:**

Example: Dan's friend is a stewardess.

6. **Indefinites: some, few, many, several, no, any**

Example: I'd like a few peanuts, please,

**An adjective modifies another word.** Modifies means to go over to. In very simple terms, an adjective answers *what*.

Example: That hat is *dirty*.

**That** is an adjective. *That what? That hat. That* is an adjective modifying *hat*.

Sometimes a word that can be an adjective will appear alone in a sentence. When this happens, the word will not serve as an adjective.

Example: That is unusual

That what? We don't know. In this sentence, that is not an adjective.

## DESCRIPTIVE ADJECTIVES

### Most adjectives describe.

Adjectives modify (go over to) nouns or pronouns.

Most adjectives describe nouns.

Generally, we may say that descriptive adjectives tell **what kind**.

Specifically, they may tell color, type, condition, size, etc.

You know how to identify a noun. Look for any word or words that describe that noun.

Examples:     **new** car

*New* tells what kind of car. *New* specifically tells the condition of the car

**yellow** car

*Yellow* tells what kind of car. *Yellow* specifically tells the color of the car.

**antique** car

*Antique* tells what kind of car. *Antique* specifically tells the type of car.

**compact** car

*Compact* tells what kind of car. *Compact* specifically tells the size of the car.

Often, more than one adjective will precede a noun (or pronoun).

An enormous yellow **balloon** was hanging from a *tall, steel* post.

(Notice that you do not need a comma between the two descriptive adjectives if one adjective is a color.)

An adjective may occur after the verb and go back to describe the subject.

That baby is cute.     *cute* baby

Adjectives may occur after a noun (or pronoun).

Her bathing suit, **sandy** and **wet**, lay on the floor.

## PROPER ADJECTIVES

Proper adjectives come from proper nouns. A proper noun names a specific person, place, or thing.

Examples:	<u>common noun</u>	<u>proper noun</u>
	lake	Lake Elsinore
	country	Switzerland

If we want to talk about tourists from Japan, we say **Japanese** tourists. *Japanese* is an adjective modifying (going over to) tourists. We do not say *Japan tourists*. We change the proper noun, *Japan*, to the adjective form, *Japanese*. Because the adjective form comes from a proper noun, we capitalize the word and refer to it as a proper adjective.

	<u>Proper Noun</u>	<u>Proper Adjective</u>	
<u>Change:</u>	Switzerland	Swiss	village
	China	Chinese	food
	Denmark	Danish	roll

Some proper nouns are the same in the proper adjective form.

<u>Do not change:</u>	Chevrolet	Chevrolet	van
	Idaho	Idaho	potatoes

## Degrees of Adjectives

Adjectives can make comparisons.

- A. The **comparative form** compares **two**.
- B. The **superlative form** compares **three** or **more**.

There are several ways to form the comparative and superlative forms:

### A. Comparative:

- 1. Add **er** to most one-syllable adjectives:  
dull/duller                      bold/bolder
- 2. Add **ier** to some two-syllable adjectives:  
creamy/creamier              dusty/dustier
- 3. Place **more** (or less) before some two-syllable adjectives:  
faithful/more faithful              likable/more likable

**IMPORTANT:** Use a dictionary to determine if **er** should be added to a two-syllable adjective.

- 4. Before adjectives of three or more syllables, add **more** (or less) to make comparisons.  
exciting/more exciting              embarrassed/more embarrassed
- 5. Some adjectives completely change form.  
good/better                      bad/worse

### B. Superlative:

- 1. Add **est** to most one-syllable adjectives:  
dull/dullest                      bold/boldest
- 2. Add **est** to some two-syllable adjectives:  
creamy/creamiest              dusty/dustiest
- 3. Place **most** (or least) before some two-syllable adjectives:  
faithful/most faithful              likable/most likable

**Important:** Use a dictionary to determine if **est** should be added to a two-syllable adjective.

- 4. Place **most** (or least) before three-syllable adjectives.  
exciting/most exciting              embarrassed/most embarrassed
- 5. Some adjectives totally change form.  
good/best                      bad/worst

## VI. VERBS

The verb of a sentence expresses an action or simply states a fact.

Examples: Jenny jumped onto a rubber raft (action)

A worker dug a hole for the post. (action)

Their father is in the army. (fact)

The winners were Cindy and Rick. (fact)

Verbs that simply state a fact are often called **state of being verbs**.

You need to memorize and learn the subjugation of *to be*.

### is, am, are, was, were, be, being, been

#### Present Tense:

Singular*	is	(A sailor <u>is</u> the winner.)
	am	(I <u>am</u> sleepy.)
Plural**	are	(Several cows <u>are</u> near a stream.)

#### Past Tense:

Singular:	was	(A sailor <u>was</u> the winner.)
Plural:	were	(Several cows <u>were</u> near a stream.)

\* Singular means one.

\*\* Plural means more than one.

## VII. CONTRACTIONS

To “contract” means to draw *together* or make smaller. In forming contractions, we draw together two words to make a shorter word. We insert an apostrophe where we have left out a letter or letters.

### Suggestions

1. Make sure that your apostrophe ( ‘ ) is curved. Otherwise it may look like a chicken scratch.
2. Place an apostrophe **exactly** where the letter or letters are missing.

#### CONTRACTION = WORD + VERB

I’m	=	I	+ am
I’ve	=	I	+ have
I’d	=	I	+ would
I’ll	=	I	+ shalt (will)*
you’ll	=	you	+ will
they’ll	=	they	+ will
we’ll	=	we	+ will
he’s	=	he	+ is
he’d	=	he	+ would
she’s	=	she	+ is
that’s	=	that	+ is
they’ve	=	they	+ have
it’s	=	it	+ is
who’s	=	who	+ is
what’s	=	what	+ is
where’s	=	where	+ is
here’s	=	here	+ is
there’s	=	there	+ is

#### CONTRACTION = VERB + Word

don’t	=	do	+ not
doesn’t	=	does	+ not
didn’t	=	did	+ not
hasn’t	=	has	+ not
hadn’t	=	had	+ not
haven’t	=	have	+ not
isn’t	=	is	+ not
aren’t	=	are	+ not
wasn’t	=	was	+ not
weren’t	=	were	+ not
mustn’t	=	must	+ not
mightn’t	=	might	+ not
shouldn’t	=	should	+ not
couldn’t	=	could	+ not
wouldn’t	=	would	+ not
won’t	=	will	+ not
can’t	=	can	+ not
(can + not is written cannot.)			

\*Technically, *I shall* is correct.

**You're/Your  
It's/Its  
They're/Their/There**

- A. **You're** is a contraction meaning you are. **Your** is a possessive pronoun; it will answer: your (what?). A quick way to check your choice is to say "you are" in the sentence.

Examples: You're nice.  
You are nice. (correct)

Your room is messy  
Your what? your room  
You are room is messy. - (Incorrect)

- B. **It's** is a contraction meaning it is. **Its** is a possessive pronoun; it will answer: your (what?).

Examples: It's time to go  
**It is** time to go. (correct)

The dog chased its tail; its what? its tail  
The dog chased it is tail. (incorrect)

- C. **They're** is a contraction meaning they are. **Their** is a possessive pronoun; it will answer their (what?).

Examples: They're picking cherries.  
**They are** picking cherries (correct)

**Their** old car is rusty  
Their what? old car  
They are old car is rusty. (incorrect)

**There** is an adverb (technically telling where).

Examples: I want to go there. (Where? there)

There are five girls in that class.  
There are five girls ~~in that class~~.  
Five girls are there. (Where? there)

## Helping (Auxiliary) Verbs:

do	has	may	can	could	is	were
does	have	might	shall	should	am	be
did	had	must	will	would	are	being
					was	been

## Verb Phrase:

**A verb phrase is composed of one or more helping verbs plus a main verb.** The main verb is the last part of a verb phrase.

Examples: I must erase my error.  
The clerk should have given me a larger bag.

verb phrase	=	helping verb(s)	+	main verb
must erase	=	must	+	erase
should have given	=	should have	+	given

## VERBS

### Regular and Irregular

Verbs may be regular or irregular. This refers to how they form the past tense and past participle form.

#### A. Regular Verbs:

Past tense means time that has already happened. In regular verbs, ed is added to form the past tense.

The past participle is not a tense. It is simply a form of the verb. Place *has*, *have*, or *had* before the past participle form.

Examples:

<b>INFINITIVE</b>	<b>PRESENT</b>	<b>PAST</b>	<b>PAST PARTICIPLE</b>
to yell	yell(s)	yelled	(has, have, or had) yelled
to crawl	crawl(s)	crawled	(has, have, or had) crawled
to laugh	laugh(s)	laughed	( has, have, or had) laughed

#### B. Irregular Verbs:

In an irregular verb, ed is not added to the past tense or to the past participle.

Examples:

<b>INFINITIVE</b>	<b>PRESENT</b>	<b>PAST</b>	<b>PAST PARTICIPLE</b>
to sing	sings(s)	sang	(has, have, or had) sung
to ride	ride(s)	rode	(has, have, or had) ridden
to bring	bring(s)	brought	( has, have, or had) brought

## IRREGULAR VERBS

<u>Infinitive</u>	<u>Present</u>	<u>Past</u>	<u>Present Participle</u>	<u>Past Participle*</u>
To be	is, am, are	was, were	being	been
To beat	beat(s)	beat	beating	beaten
To begin	begin(s)	began	beginning	begun
To blow	blow(s)	blew	blowing	blown
To break	break(s)	broke	breaking	broken
To bring	bring(s)	brought	bringing	brought
To burst	burst(s)	burst	bursting	burst
To buy	buy(s)	bought	buying	bought
To choose	choose(s)	chose	choosing	chosen
To come	come(s)	came	coming	come
To do	do, does	did	doing	done
To drink	drink(s)	drank	drinking	drunk
To drive	drive(s)	drove	driving	driven
To eat	eat(s)	ate	eating	eaten
To fall	fall(s)	fell	falling	fallen
To fly	fly, flies	flew	flying	flown
To freeze	freeze(s)	froze	freezing	frozen
To give	give(s)	gave	giving	given
To go	go, goes	went	going	gone
To grow	grow(s)	grew	growing	grown
To have	have, has	had	having	had
To hang	hang(s)	hanged, hung**	hanging	hanged hung**
To know	know(s)	knew	knowing	known
To lay	lay(s)	laid	laying	laid
To leave	leave(s)	left	leaving	left

\*Uses a helping verb such as has, have, or had.

\*\*Use *hung* when referring to objects.

## IRREGULAR VERBS

<u>Infinitive</u>	<u>Present</u>	<u>Past</u>	<u>Present Participle</u>	<u>Past Participle*</u>
To lie	lie(s)	lay	lying	lain
To ride	ride(s)	rode	riding	ridden
To ring	ring(s)	rang	ringing	rung
To rise	rises(s)	rose	rising	risen
To runrun(s)		ran	running	run
To see	see(s)	saw	seeing	seen
To set	set(s)	set	setting	set
To shake	shake(s)	shook	shaking	shaken
To sing	sing(s)	sang	singing	sung
To sink	sink(s)	sank	sinking	sunk
To sit	sit(s)	sat	sitting	sat
To speak	speak(s)	spoke	speaking	spoken
To spring	spring(s)	sprang	springing	sprung
To steal	steal(s)	stole	stealing	stolen
To swim	swim(s)	swam	swimming	swum
To swear	swear(s) .	swore	swearing	sworn
To take	take(s)	took	taking	taken
To teach	teach(s)	taught	teaching	taught
To throw	throw(s)	threw	throwing	thrown
To wear	wear(s)..	wore	wearing	worn
To write	write(s)	wrote	writing	written

Uses a helping verb, such as **has**, **have**, **had**. These may also use other helping verbs such as **was** or **were**.

## VERB TENSES:

### Present Tense:

**Tense means time. Present tense signifies present time.**

Although present can mean at this moment, it is easier to use “today” as a point of reference for present tense. Present tense never has a helping verb.

To form the present tense, remove *to* from the infinitive:

1. **If the subject is singular (one), add s to the verb. (es to some)**

Examples: **to play:** A child plays with his toys. (one child)

**to sing:** She sings constantly. (she - one person)

2. **If the subject is you, I, or is plural (more than one), simply. remove the *to* from the infinitive.**

Examples: to swim: You swim well.

I swim daily.

Those adults seldom swim.

### Past Tense:

**Past tense indicates that which has happened.** Although past can mean a second ago, it is easier to use the term. “yesterday.” Past tense never has a helping verb.

1. **To form the past tense of a regular verb, add ed to the verb.**

to knock: knocked      He knocked on the door.

to scrub: scrubbed      We scrubbed the floor with brushes.

2. **To form the past tense of an irregular verb, change the verb to its appropriate form.**

to fall: **fell**      The skater fell down.

to drive: **drove**      They drove a motor home.

### **Future Tense:**

**Future tense indicates time yet to happen.** There are two helping verbs that indicate future tense: shall and will, Future may be any time yet to occur; however, to make it easier, we shall use “tomorrow” as a guide.

1. ***Will*** is most frequently used in forming the future tense.

2. ***Shall*** is used with the pronoun, I. (I shall see you tomorrow.)

***Shall*** may be used with we.

## VIII. ADVERBS

Most adverbs that tell *how* go over to **(modify) a verb**.

Most adverbs end in **ly**.

Example:     Do that quickly!

**Quickly** tells *how* you should **do** that.

**Crossing out prepositional phrases will help simplify the sentence.** It will help you to find an adverb easily.

He stood quietly for ten minutes.

He stood quietly ~~for ten minutes~~.

**Quietly** tells *how* he stood.

Some adverbs that tell how are listed here. There are many more.

**quickly**

**carefully**

**quietly**

**slowly**

**happily**

**angrily**

**sadly**

**sincerely**

**helpfully**

**fast**

**hard**

**well**

## ADVERBS

Often a word has a noun form, an adjective form! and an adverb form.

Examples:	<u><b>noun</b></u>	<u><b>adjective</b></u>	<u><b>adverb</b></u>
	happiness	happy	happily
	creativity	creative	creatively
	laughter	laughing	laughingly
	intelligence	intelligent	intelligently

An adjective, as you have learned describes a noun.

Mandy is a **soft** speaker.

**Soft** is an adjective that describes speaker

The adverb form of *soft* is **softly**.

Incorrect: Mandy speaks soft.

Correct: Mandy speaks **softly**.

**Softly** is an adverb that tells *how* Mandy speaks.

There are two exceptions to this that you will frequently encounter: *fast* and *hard*.

**Fast** is the same in both the adjective form and adverb form:

Patty and Austin are *fast* runners (adjective describing runners)

Patty and Austin run *fast*. (adverb telling how)

**Hard** is the same in both the adjective form and adverb form:

My mother is a *hard* hitter. (adjective describing hitter)

My mother *hits* a baseball hard. (adverb telling how)





## Adverbs

Adverbs are one-word modifiers. In other words, *down the road* tells **where**, but it is not an adverb.

Examples: Stay **here**, please.

Do you live **nearby**?

You have learned the following words as prepositions:

across	inside	over
along	near	past
around	on	through
down	out	under
in	outside	up

These words are prepositions when they are followed by a noun (or pronoun).

The team went **inside** the dugout. (inside = preposition)

*Inside the dugout* is a prepositional phrase.

These same words serve as adverbs when they are not followed by a noun (or pronoun).

After lunch, the class went **inside**. (inside = adverb)

**Inside** tells *where* the class went.

## Degrees of Adverbs

Adverbs can be used to compare.

### A. Sometimes two things are compared.

Example: This car goes faster than that truck.

**Here we are comparing two items, a car and a truck. Faster is a form of fast which tells HOW they run.**

When two items are compared, the **comparative** form is used.

**There are three ways to form the comparative:**

1. Add **er** to most one-syllable adverbs.  
soon - sooner
2. Place more before most two or more syllable adverbs.  
recently - more recently

Some two syllable adverbs add **er**.

early - earlier

**Use a dictionary to help you decide the adverb form.**

Here is the entry for the adverb, early:

early, *adv.* -lier, liest

**If more should be used, no **er** form will be given in the dictionary.**

3. Some adverbs totally change form.

well - better

**B. Sometimes: three or more things are compared.**

Example: She runs fastest of the entire team.

**There are three ways to form the superlative:**

1. Add **est** to most one-syllable adverbs.  
Hard - hardest
2. Place **most** before many two or more syllable adverbs.  
slowly/ most slowly

**Use a dictionary to help you decide the adverb form.**

Here is the entry for the adverb, **early**:

early. *adv.* -lier, liest

If **most** should be used, no **est** form will be given in the dictionary.

3. Some adverbs totally change form.

Well - best

<b><u>Adverb</u></b>	<b><u>Comparative</u></b>	<b><u>Superlative</u></b>
happily	more happily	most happily
late	later	latest
well	better	best

## DOUBLE NEGATIVES

No, not, never, none, no one, nobody, nothing, scarcely, and hardly are called negative words.

**Do not use more than one negative word in the same sentence.**

Example:      Wrong:      I am not doing nothing.

                  Right:      I am not doing anything.

OR

I am doing nothing.

Wrong:      Erma never goes nowhere.

Right:      Erma never goes anywhere.

OR

Erma goes nowhere.

However, if *no* is used to answer a question, another negative word may be used in the sentence.

Example:      Are you allowed to go?

**No, I am not** allowed to go.

If you have been around anyone who uses double negatives, the incorrect usage may sound right. Always check to see if two of the words on your double negative list are in the same sentence.

## IX. PREPOSITIONS

### DEFINITION

A preposition is “a relation or function word...that connects a lexical word, usually a noun or pronoun, or a syntactic construction to another element of the sentence, as to a verb, to a noun, or to an adjective...”  
-Webster’s New World Dictionary

### List of PREPOSITIONS

about	in
above	inside
across	into
after	near
against	of
along	off
around	on
at	out
before	outside
behind	over
below	past
beneath	through
beside	throughout
between	to
by	toward
down	under
during	until
except	up
for	with
from	without

**A prepositional phrase will not be the subject or verb of a sentence.\***

**SUBJECTS:**

Crossing out prepositional phrases will help you to find the subject of a sentence.

Example: In the pond, several fish swam near the surface.

~~In the pond, several fish swam near the surface.~~

*Pond* cannot be the subject. Why? *Pond* is in a prepositional phrase.

**Remember:** The subject will not be found in a prepositional phrase, When you cross out the prepositional phrase, it's like pretending that those words have disappeared from the page.

To find the subject, look at the remaining words. Read them, Then, ask yourself *who* or *what* the sentence is about.

Example: several fish swam

We are talking about fish; so *fish* is the subject. Place one straight line under fish.

Example: several fish swam

**VERBS:**

To find the verb, decide **what happened** (or **is happening**) or **what "is"** in the sentence.  
**The verb will never be in a prepositional phrase.**

Oral reading: several fish swam

Repeat your subject *fish*, and ask yourself, "What did the fish do?" The fish *swam*. *Swam* is the verb. Place double underlining under the verb:

several fish swam.

\* This holds true 99% of the time.

**X. CONJUNCTIONS**

**XI. INTERJECTIONS**

**RESOURCE MATERIALS AND BIBLIOGRAPHY OF WORKS CITED**

Cunningham, Kay, D.D. *Research notes*, Eldorado, IL 2004.

## **COURSEWORK RECOGNITION**

COURSE RESEARCHED AND DEVELOPED: Cunningham, Kay, D.D.  
Thompson, Verda, Ph.D., D.R.E., D.C.C., Th.D., D.Div  
Price, Roger K., Ph.D., D.R.E., Th.D., D.Div.  
October, 2009

ICBT PASTORAL ADVISORS: Braswell, Dick, Th.D.  
Burden, Wendell, D.Div.  
Chapman, Del, Th.D.  
Hall, Leo, D. Div., D. Min.

### **AMT-ICBT BOARD MEMBERS & STAFF:**

Baldock, Michael, Th. D.	Price, Roger, Ph.D., D.R.E., Th.D., D.Div.
Brown, Eddy, D.Div.	Sansfacon, Mario, A.Min.
Burden, Wendell, Th.D.	Sansfacon, Teresa, B.Min., D.Div.
Carr, Mary, D. Min., D. Div.	Shepard, Sally D.Min., D.Div.
Craig, David, D.Div.	Thompson, Verda, Ph.D., D.R.E., D.C.C., Th.D., D.Div.
Cunningham, Kay, D.Div.	Vance, David R., A.C.S.
Goneau, Dean, M.A.	Wootten, Charles A., Th.D., D.Div.
Hall, Leo, D.Div., D.Min.	Wootten, Margaret S. D.Div.
Kisner, Brian, D.Div.	

## **THANK YOU**

Information for International College of Bible Theology (ICBT) courses has been researched and compiled by many members in the Body of Christ. We have been blessed by gifted brothers and sisters from many areas of ministry.

We thank those who have helped to write and compile courses for our curriculum. We gratefully thank all those in five-fold ministry, helps and lay ministry that have labored with us. A special thank you is extended to authors of various books, and leadership of other Bible Colleges that have been so very giving and gracious to us. It is not possible to name everyone by name. Laborers with ICBT have compiled over one hundred (100) courses. Let us all say "to God be the glory."

## **CHRISTIANS ARE CO-LABORERS**

"Who then is Paul, and who is Apollos, but ministers by whom ye believed, even as the Lord gave to every man? I have planted, Apollos watered; but God gave the increase. So then neither is he that planteth any thing, neither he that watereth; but God that giveth the increase. Now he that planteth and he that watereth are one: and every man shall receive his own reward according to his own labor. For we are laborers together with God: ye are God's husbandry, ye are God's building. According to the grace of God which is given unto me, as a wise masterbuilder, I have laid the foundation, and another buildeth thereon. But let every man take heed how he buildeth thereupon. For other foundation can no man lay than that is laid, which is Jesus Christ."

**I Corinthians 3:5-11**