



# LANGUAGE ARTS

STUDENT BOOK

▶ **7th Grade** | Unit 4

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# Language Arts 704

## Structure of Language

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# Structure of Language

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## Introduction

Christians have an obligation to learn to communicate effectively. We have a very important message to share with the unbelievers of the world, and it is essential that they understand us. It is not enough to be earnest; we also need the ability to share what God has revealed to us through His Son.

This LIFEPAK® will help you communicate more effectively. You will study five basic sentence patterns and their parts. You will learn several ways to put more variety in what you write and say so that it will be more interesting. You will have an opportunity to form your own creative sentences. You will also learn how to choose vivid, accurate, and descriptive words to enrich your writing and speaking. You will learn that the pitch of your voice adds meaning to your words and that changing inflection can change the meaning or emphasis of what you say. This LIFEPAK also demonstrates the way a pause, or a break, in a spoken sentence can change the meaning of the sentence as well as signal the end of a thought or a phrase. These language skills can help you make your written or spoken words more meaningful.

## Objectives

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

1. Identify and use the five basic sentence patterns.
2. Name, recognize, and define the basic parts of English sentences.
3. Spell correctly certain words that are important to the structure or use of the English language.
4. Use more vivid words in your writing.
5. Identify types of words that enrich the English language.
6. Explain the ways that different voice pitches can change the meaning and form of a sentence.
7. Explain the ways a pause in speech can emphasize certain words or ideas, can vary the meaning and form of a sentence, and can signal the end of a thought or phrase.

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

A large rectangular box with a light gray background, containing horizontal yellow lines for writing.

# 1. SENTENCE STRUCTURE AND PATTERNS

Both sentence structure and patterns are necessary parts of the English language. An understanding of the basic patterns of English sentences will help you use language more effectively.

The English language uses five basic sentence patterns. The placement of sentence elements within a sentence determines the pattern. Since meaning in English sentences depends on the placement or order of words, you should understand the relationship between word order and word usage.

In this section you will be studying sentence patterns, and you will discover how important

they are to the structure of our language. You will be introduced to these five basic sentence patterns: subject-verb, subject-verb-direct object, subject-linking verb-predicate nominative, subject-linking verb-predicate adjective, and subject-verb-indirect object-direct object. You will become familiar with several words that are extremely important to the structure of our language. These words identify the parts of a sentence. You will learn to identify, to spell, and to recognize the use of each part of a sentence. You will have the opportunity to use this knowledge in sentences of your own.

## SECTION OBJECTIVES

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

1. Identify and use the five basic sentence patterns.
2. Name, recognize, and define the basic parts of English sentences.
3. Spell correctly certain words that are important to the structure or use of the English language.

## VOCABULARY

**Study these words to enhance your learning success in this section.**

**adverb** (ad´vèrb). A word that tells how, when, where, or how much about other words.

**compound subject** (kom´pound sub´jikt). Two or more subjects in a sentence.

**compound verb** (kom´pound vèrb). Two or more verbs joined by a conjunction.

**direct object** (du rekt´ob´jikt). The noun that follows an action verb and tells who or what received the action.

**indirect object** (in´du rekt´ob´jikt). The noun or pronoun that indicates to or for whom or what the subject performs the verb action.

**intransitive** (in tran´su tiv). A verb that does not show action and is never followed by a direct object.

**inverted** (in vèrt´ed). Changed order.

**linking verb** (ling´king verb). A verb of being, seeming or condition that connects the subject to a predicate nominative or a predicate adjective.

**noun** (noun). A word that names a person, place, or thing.

**predicate** (pred´ u kit). The verb and the words that follow it.

**predicate adjective** (pred´ u kit aj´ ik tiv). A word that follows a linking verb and describes or modifies the subject.

**predicate nominative** (pred´ u kit nom´ u nu tiv). A noun or pronoun that follows a linking verb and renames the subject.

**sentence** (sen´ tuns). A group of words that expresses a complete thought.

**subject** (sub´ jikt). Who or what a sentence is about.

**transitive** (tran´ su tiv). An action verb that is followed by a direct object.

**verb** (vèrb). A word that expresses action or links the subject to a word in the predicate.

**Note:** All vocabulary words in this LIFEPAK appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

**Pronunciation Key:** hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ōrder; oil; out; cup, pūt, rüle; child; long; thin; /ʒh/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

## SENTENCE STRUCTURE

A **sentence** is a group of words that communicates a complete thought. Sentences have an invisible structure. The words in the sentence seem to fall into groups. Look at the following sentence.

- The small boy kicked the red ball.

To divide this sentence into two related parts, draw a vertical line between *boy* and *kicked*. You have now separated the **subject** and the **predicate**. The subject and the predicate (the part that shows action) are essential parts of the sentence.

The simple subject of a sentence consists of a **noun** or a pronoun that tells who or what the

sentence is about. The complete subject consists of the simple subject and all the words that precede or describe the simple subject. For example look at this sentence.

- The wounded puppy limped into the house.

The simple subject is *puppy* and the complete subject is *the wounded puppy*. The word subject will refer to the simple subject. The simple predicate is the **verb**. The complete predicate consists of the simple predicate and all the words that modify or follow the verb. In the preceding sentence, *limped into the house* is the complete predicate.



**Draw one line under the complete subject and two lines under the complete predicate.**

**Example:** Tickets for the school play will go on sale tomorrow.

- 1.1 My grandmother moved away.
- 1.2 The sun rose at 5:00 a.m.

- 1.3 The white clouds drifted across the sky.
- 1.4 Steve ate lunch too early.
- 1.5 A squeaking noise came from inside the closet.
- 1.6 Mr. and Mrs. Potter painted their house blue.

**Draw one line under the subject and two lines under the verb.**

**Example:** The small hummingbird flew away.

- 1.7 Every plant bloomed in the spring.
- 1.8 Some model cars run.
- 1.9 Gorgeous buttercups bloomed in the meadow.
- 1.10 A terrifying storm raged through the town.
- 1.11 John went into the house.
- 1.12 Margie lives near the fire station.

**Complete these statements.**

- 1.13 A sentence is \_\_\_\_\_  
\_\_\_\_\_.
- 1.14 The a. \_\_\_\_\_ and the b. \_\_\_\_\_ are essential parts of the sentence.
- 1.15 The simple subject of a sentence consists of a a. \_\_\_\_\_ or b. \_\_\_\_\_ that tells who or what the sentence is about.
- 1.16 The simple predicate consists of the \_\_\_\_\_.
- 1.17 A sentence would not be complete without a verb because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

### SUBJECT-VERB PATTERN

The most simple sentence pattern is the subject-verb pattern. The subject is the sentence part that tells who or what the sentence is about. The verb tells what the subject is, does, or says. In a typical sentence, the subject comes first and is followed by the verb.

- My yellow cat sat under the tree.

It can become an easy habit for sentences to fall into the same pattern: a subject followed by a verb. This type of writing can be very dull. Rearranging sentences can add spice to language. Sometimes a sentence will be turned



around with the verb first then the subject. Such a sentence is in **inverted** order.

- Under the tree sat my yellow cat.

The subject of a sentence may have more than one verb.

- Kelly locked the car and ran into the house.

When a sentence has two or more verbs, the sentence has a **compound verb**.

The verb in a sentence can also have more than one subject.

- James and Tim jumped off the truck.

When a sentence has two or more subjects, the sentence has a **compound subject**.

A sentence may have both a compound subject and a compound verb.

- Julie and Kaye washed and dried the dishes.

The compound parts in a sentence are joined by words such as *or* and *and*. These words are called conjunctions.



**Invert the following sentences.**

- 1.18 My father walked around the block.

---

- 1.19 The artist was painting beside the lake.

---

- 1.20 Jimmy slept in a hammock.

---

- 1.21 Sara played beneath the oak tree.

---

- 1.22 The car roared around the curve.

---

## SUBJECT-VERB-DIRECT OBJECT PATTERN

In many sentences another noun follows the verb. If this noun follows a verb showing action, it is called the **direct object**, and it names the person or thing that receives the action.

- The car hit a tree.

*Car* is the subject and *hit* is the verb. The word *tree* tells “whom?” or “what?” the car hit, so *tree* is the direct object. After you have identified the subject and the verb, ask the question

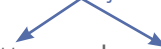
“Whom?” or “What?” to find the direct object.

If no word answers the question, the sentence has no direct object. An action verb that has a direct object is known as a **transitive** verb. The direct object will always be either a noun or a pronoun and usually follows the verb.

The direct object may be compound.

- Today I typed a letter and a report.

direct object



In this case two persons or things answer the question “Whom?” or “What?”.

The direct object usually follows the verb, but it may occur some other place in the sentence.

■ How many books have you bought? (You have bought how many books?)

If you are careful in your identification of the subject and the verb, then you should still be able to find the direct object by asking “Whom?” or “What?”



**Write a paragraph.** Be sure to include one sentence with a compound subject, another with a compound verb, and a third with both a compound subject and a compound verb.

1.23

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**Complete these sentences.**

1.24 A direct object names \_\_\_\_\_  
\_\_\_\_\_.

1.25 To find the direct object ask the question a. \_\_\_\_\_ or b. \_\_\_\_\_.

1.26 A verb that has a direct object is known as a \_\_\_\_\_ verb.



Answer this question in your own words and in complete sentences.

- 1.27 Are sentences more interesting when they are short and simple or longer and more complex, and why do you think so?

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Underline the direct objects in the following sentences.

**Example:** She climbed the mountain.

- 1.28 Harvey bought new shoes yesterday.  
 1.29 Saturday my uncle cleaned the garage.  
 1.30 Did you practice the piano today?  
 1.31 Mrs. Carter baked a cake yesterday.  
 1.32 How much lemonade do you have left?

Write two sentences with a compound direct object.

1.33 \_\_\_\_\_  
 \_\_\_\_\_

1.34 \_\_\_\_\_  
 \_\_\_\_\_

### SUBJECT-LINKING VERB-PREDICATE NOMINATIVE PATTERN

People, animals, and things often have more than one name to identify or explain them. An important person in your family is the one you call *father*. At work he may be known as *Mr. Kline*. A friend could call him *Ted*, and everyone knows he is a *man*. All of these words describe or identify the same person. If you construct a sentence with a subject preceding the verb and another noun following the verb that renames the subject, that second noun is a **predicate**

**nominative**. Notice the renaming function of the predicate nominative *mechanic* in the following sentence.

- Mr. Kline is a mechanic.

The predicate nominative is a noun or pronoun that follows the verb and renames the subject. The predicate nominative completes the thought or the meaning of the sentence.

- The first President was George Washington.



Verbs that join a subject and a predicate nominative are called **linking verbs**. They are verbs of being, seeming, or condition. The most common linking verbs include these verbs: is, am, are, be, being, been, become, was, were, and seem. The linking verb is also an **intransitive** verb. It does not show action and it is not followed by a direct object.

The predicate nominative may also be compound, as the following example demonstrates.

- My aunt is a teacher and an advisor.

Always look carefully at a sentence after you have identified the subject and the linking verb to be certain that you have found every word that renames the subject.



**Write a predicate nominative in each blank** (note that each answer will be a naming word).

- 1.35 My favorite flower is the \_\_\_\_\_.
- 1.36 Denny's mother is a good \_\_\_\_\_.
- 1.37 John Paul Jones was a \_\_\_\_\_.
- 1.38 The winner was \_\_\_\_\_.
- 1.39 The tree by the lake is an \_\_\_\_\_.

## SUBJECT-LINKING VERB-PREDICATE ADJECTIVE PATTERN

Usually adjectives come before the nouns they modify.

- The lovely red rose grew in the garden.

At times, however, the adjective will follow the verb. This word order occurs when the verb is an intransitive linking verb. An adjective that completes the verb and describes or modifies the subject is called a **predicate adjective**.

- The rose is red.

Several linking verbs that commonly precede a predicate adjective include these verbs: is, am, are, was, were, be, been, become, seem, appear, taste, feel, smell, is being, will be, and have been.

Predicate adjectives may also be compound.

- The rose was red and lovely.

Be careful when identifying the parts of a sentence. Always check for compound subjects, verbs, direct objects, predicate nominatives, or predicate adjectives.

Sometimes a student may become confused by an **adverb** when he is seeking to identify a

predicate adjective in a sentence. Adverbs are words that tell *how, when, where or how much* about other words. Adverbs can modify verbs, adjectives or other adverbs. They *do not* modify nouns. Notice the following sentence:

- Tom is here.

The word *is* is an intransitive being verb, and usually a predicate nominative or a predicate adjective follows it. The only word that follows the word *is* in the sentence is the word *here*. We know *here* is not a noun; neither is it an adjective. It is an adverb. The best way to see if a word is a predicate adjective is to place the word in front of the subject.

- Tom is here. / here Tom

This combination does not make sense. *Here* cannot precede *Tom*; therefore, *here* cannot be an adjective.

- The rose is red. / red rose

In this example, red may be used correctly before the noun as well as after the linking verb; therefore, it is an adjective.



**In the following sentences put p.n. above the predicate nominative and p.a. above the predicate adjectives.**

p.n.

**Example:** My mother is a housewife.

p.a.

She is very thorough.

**1.40** Mr. Dowdy is a good author.

**1.43** He was the president for three years.

**1.41** This book is interesting.

**1.44** Your work is almost always very neat.

**1.42** The girl is an excellent singer.

**Answer true or false.**

- 1.45 \_\_\_\_\_ An adverb can modify a noun.
- 1.46 \_\_\_\_\_ A predicate nominative renames the verb.
- 1.47 \_\_\_\_\_ A predicate adjective describes or modifies the subject.
- 1.48 \_\_\_\_\_ Walk, work, and bark are linking verbs that commonly precede a predicate adjective.

**SUBJECT-VERB-INDIRECT OBJECT-DIRECT OBJECT PATTERN**

The last pattern we shall study contains an **indirect object**. An indirect object is a noun or pronoun that indicates to or for *whom* or *what* something is given, said, or done.

- Give me the book. Give the book to me.

An indirect object usually comes between the verb and the direct object.

- Susan gave me homemade fruitcake.

Indirect objects only occur in sentences that contain direct objects, but every sentence that contains a direct object will not necessarily contain an indirect object.

To see if a sentence contains an indirect object, check it by placing the word *to* or *for* in front of it.

- Mrs. Simon gave (to) Becky a bracelet.

If the word is an indirect object, the meaning of the sentence will not be changed by the addition of to or for.

Often sentences with verbs such as *give*, *show*, *offer*, and *make* contain indirect objects, but not always. The indirect object does come before the direct object. An indirect object may also be modified by adjectives.

- Bill offered the small, sobbing girl a lollipop.

A sentence may contain a compound indirect object.

- Mom gave Ruth and me new dresses.



**In the following sentences place an s. over the subject, a v. over the verb, an i.o. over the indirect object and a d.o. over the direct object.**

s.      v.      i.o.      d.o.

**Example:** Mom made Sue a birthday cake.

- 1.49 Samson gave the Philistines a riddle.
- 1.50 Janelle offered Jennifer a ride home.
- 1.51 Ken showed Kevin his new skateboard.
- 1.52 Shelley made Donna a new skirt.



**Circle the correct letter.**

- 1.53 This word comes between the verb and the direct object.  
a. subject                      b. indirect object              c. predicate nominative
- 1.54 An indirect object may be modified by (a)an \_\_\_\_\_.  
a. adverb                      b. adjective                      c. both a and b
- 1.55 The indirect object may be \_\_\_\_\_.  
a. compound                      b. complex                      c. complete
- 1.56 Indirect objects occur in sentences that contain \_\_\_\_\_.  
a. predicate nominatives                      b. predicate adjectives  
c. direct objects
- 1.57 A verb that is commonly used in sentences with indirect objects is \_\_\_\_\_.  
a. offer                      b. wait                      c. skip

**SPELLING**

The following spelling words are words you have probably heard. Look them over carefully. If you are unsure of their pronunciation, use a

dictionary or ask your teacher. Knowing how to pronounce and spell each word is as important as knowing what each words means.

**Spelling Words-1**

|               |                 |                      |
|---------------|-----------------|----------------------|
| noun          | intransitive    | structure            |
| sentence      | linking verb    | important            |
| subject       | indirect object | identify             |
| verb          | adverb          | modify               |
| predicate     | punctuation     | preposition          |
| inverted      | introduce       | adjective            |
| compound      | pronounce       | predicate nominative |
| direct object | vocabulary      | predicate adjective  |
| transitive    |                 |                      |



### Complete these spelling activities.

**1.58** Five words in the list of spelling words are verbs. Identify them and use each one in a sentence with a compound subject or direct object.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**1.59** Some of your spelling words are included in this crossword puzzle. Read the clues and work the puzzle.

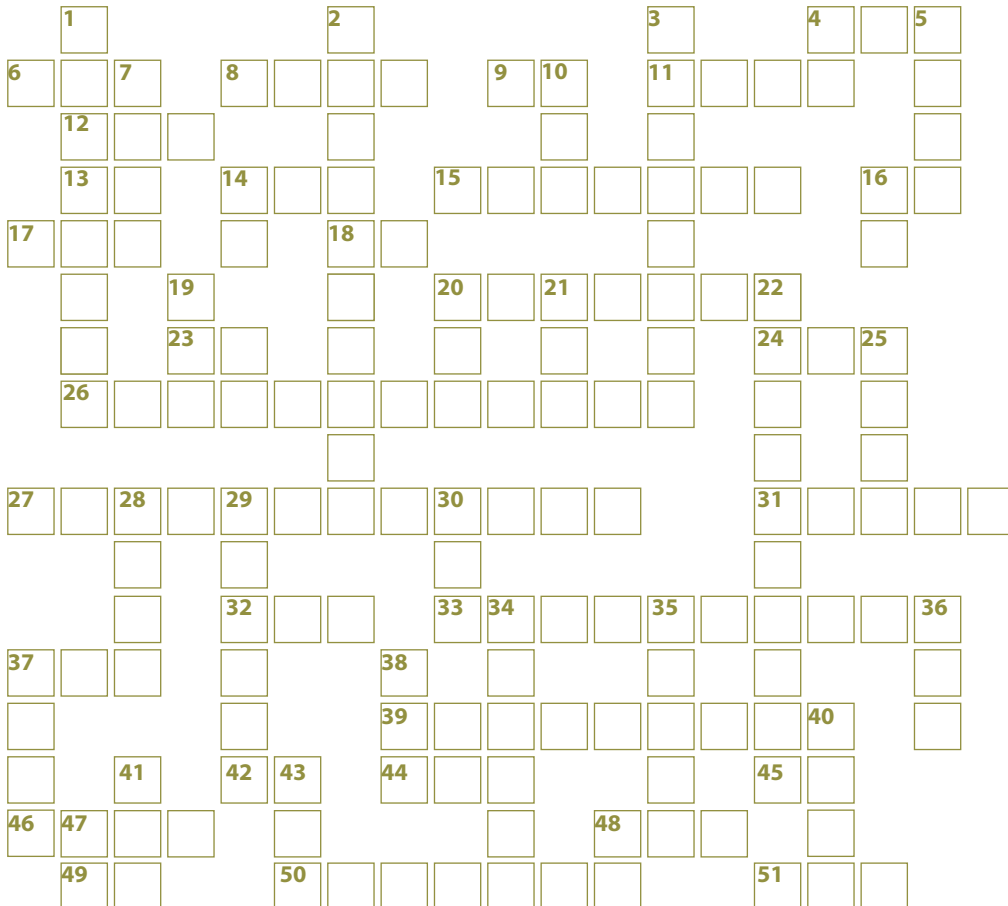
#### ACROSS

- |   |  |
|---|--|
| <p>4. It comes before two</p> <p>6. You can sleep on it</p> <p>8. An action word</p> <p>9. Preposition indicating presence in</p> <p>11. Names a person, place, or thing</p> <p>12. You use it to clean the floor</p> <p>13. Afternoon</p> <p>14. Connects compound subjects, etc.</p> <p>15. An intransitive verb</p> <p>16. A pronoun that names a thing</p> <p>17. Work</p> <p>18. A linking verb</p> <p>20. Usually the first noun in the sentence</p> <p>23. One of the three articles</p> <p>24. Past tense of run</p> <p>26. The noun that follows a transitive verb (two words)</p> | <p>27. A linking verb is an _____ verb</p> <p>31. Abram's wife's name</p> <p>32. A large tub</p> <p>33. It follows a linking verb and renames the subject</p> <p>37. "For the wages of _____ is death." (Romans 6:23)</p> <p>39. A word that describes or modifies a noun or pronoun</p> <p>42. Before Christ</p> <p>44. One of a set of ten on your body</p> <p>45. A nickname for Edward</p> <p>46. Information</p> <p>48. Find the sum</p> <p>49. A direction</p> <p>50. Changed the order</p> <p>51. "Go to the _____ thou sluggard." (Proverbs 6:6)</p> |
|---|--|



**DOWN**

1. More than one subject, etc.
2. Verbs and words that follow it
3. The object that often follows the word *to* (understood)
4. Positioned atop
5. Where you leave a building
7. Where Christ was buried
10. 2,000 pounds
14. Like
16. Inside
19. A container
20. Abbreviation for submarine
21. It makes honey
22. This verb comes before a direct object
25. Beside
28. Not fat
29. A word that modifies a verb, adjective, or another one like itself
30. It follows nine
34. It can be direct or indirect
35. Observed
36. Finish
37. Mail or bring
38. What you do during lunch
40. Adam and Eve were there
41. It rhymes with eight
43. You buy tuna in it
47. Same as 14 down
48. Abbreviation for advertisement



**ABC**

Ask your teacher to give you a practice spelling test of Spelling Words-1. Restudy the words you missed.



Review the material in this section in preparation for the Self Test. The Self Test will check your mastery of this particular section. The items missed on this Self Test will indicate specific areas where restudy is needed for mastery.

## SELF TEST 1

Match the term with the definition (each answer, 2 points).

- |      |       |                      |    |  |
|------|-------|----------------------|----|--|
| 1.01 | _____ | direct object        | a. | who or what the sentence is about  |
| 1.02 | _____ | verb                 | b. | it expresses a complete thought  |
| 1.03 | _____ | subject              | c. | verbs that join a subject and a predicate<br>nominative or predicate adjective |
| 1.04 | _____ | indirect object      | d. | the noun that follows a verb and answers<br>the questions whom or what         |
| 1.05 | _____ | predicate nominative | e. | a word that expresses action   |
| 1.06 | _____ | predicate adjective  | f. | it follows a linking verb and renames the<br>subject                           |
| 1.07 | _____ | linking verb         | g. | a noun that indicates to or for whom or<br>what the subject acts               |
| 1.08 | _____ | sentence             | h. | it follows a linking verb and describes a<br>subject                           |
|      |       |                      | i. | it tells how, when, where, or how much<br>about other words                    |

Complete these statements (each answer, 3 points).

- 1.09 The two essential parts of the sentence are the a. \_\_\_\_\_ and the  
b. \_\_\_\_\_ .
- 1.010 A verb that has a direct object is known as a \_\_\_\_\_ verb.
- 1.011 A linking verb is an \_\_\_\_\_ verb.

**Write the correct letter and answer on the blank** (each answer, 2 points).

**1.012** An indirect object may be modified by \_\_\_\_\_ .  
a. an adverb                      b. an adjective                      c. both a and b

**1.013** The subject of a sentence consists of \_\_\_\_\_ .  
\_\_\_\_\_ .  
a. all the words that come before the verb  
b. who or what the sentence is about  
c. the noun that receives the action of the verb

**1.014** A verb that is commonly used in sentences with indirect objects is \_\_\_\_\_ .  
a. wait                      b. made                      c. went

**Draw one line under the subject and two lines under the verb** (each sentence, 2 points).

**1.015** I gazed at the mountain.

**1.016** My mother walked to the park.

**1.017** Susan came to my house yesterday.

**Choose the correct spelling. Write it in the blank** (each answer, 2 points).

**1.018** a. puntuation                      b. punctuation                      c. punctution  
\_\_\_\_\_

**1.019** a. preposition                      b. prepisition                      c. preposition  
\_\_\_\_\_

**1.020** a. intransative                      b. intrinsative                      c. intransitive  
\_\_\_\_\_

**List three action verbs and three linking verbs** (each answer, 1 point).

|              | <b>Action</b> | <b>Linking</b>     |
|--------------|---------------|--------------------|
| <b>1.021</b> | _____         | <b>1.024</b> _____ |
| <b>1.022</b> | _____         | <b>1.025</b> _____ |
| <b>1.023</b> | _____         | <b>1.026</b> _____ |

**Label these sentence parts. In the following sentences, place s. over the subject, v. over the verb, i.o. over any indirect object, and d.o. over any direct object** (each answer, 2 points).

**1.027** Mr. Jones gave Sherry an A in English.

**1.028** Sandy made a cake yesterday.

**1.029** The dog grabbed the bone and ran.

**1.030** Thom offered me a piece of cake.

**Label these sentence parts. Put a p.a. over predicate adjectives and p.n. over predicate nominatives** (each answer, 2 points).

**1.031** Mr. Brown is a good neighbor.

**1.032** The fence was very strong.

**1.033** Esther is a beautiful girl.

**Write a sentence with compound elements** (each answer, 4 points).

**1.034** a compound subject \_\_\_\_\_  
\_\_\_\_\_

**1.035** a compound verb \_\_\_\_\_  
\_\_\_\_\_

**Answer true or false** (each answer, 1 point).

**1.036** \_\_\_\_\_ An adverb can modify a noun.

**1.037** \_\_\_\_\_ A predicate adjective modifies the verb.

**1.038** \_\_\_\_\_ Direct objects follow linking verbs.

**1.039** \_\_\_\_\_ Is, are, and were are linking verbs.

Answer these questions (each answer, 5 points).

1.040 Why is it important to know the basic parts of a sentence?

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1.041 Why is a sentence not complete without a verb?

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