

ENGLISH HANDBOOK

For A.C.E Paces



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God has created a unique way for people to communicate: through words! Whether written or spoken, words convey meanings. We use English to convey those words and the school subject has sparked groans and sighs from many students all across the country. English is not considered by some students to be an important subject to study. “After all, when are you really going to need to know where to place a punctuation mark? It’s just a little mark that doesn’t make a difference.” Do you really think so? Let me put it to you this way.

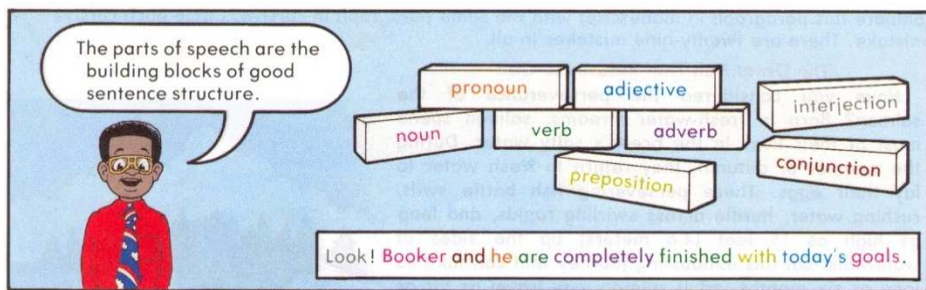
Suppose you are playing basketball and the score is 48-45. Your team needs 3 points to tie the game. With 5 seconds left in the game, your teammate passes you the ball. You have an opportunity to take the 3-point shot and there is no one blocking you. As you jump into the air, the ball leaves your hands and slices through the air with a perfect arc. Your feet connect with the gym floor as the orange ball swishes through the net and the buzzer sounds. The room erupts with noise from your team and fans as they celebrate the tie, but suddenly a shrill whistle cuts through the air. All the players look to find the man with the striped shirt. The gym falls into dead silence as everyone leans forward to hear the man speak. “The player’s feet were not behind the line so it is only worth two points. That’s the game, folks.”

Your stunned team is still taking it all in as the other team starts celebrating the victory which was almost yours. You ask yourself how that could have happened. After all, the line was only a couple of inches wide. Was it really that important? Something so small and insignificant suddenly became very important.

So it is with the study of English. Good use of the English language will help us master the life-skills of

- Oral communication
- Written communication

Both of these are used extensively as adults in jobs, personal relationships, and sharing the gospel with others.



There are eight basic tools in the study of English and these tools are called **the parts of speech**. They are listed below with a simple definition.

Noun: names a person, place, or thing

Pronoun: takes the place of a noun

Verb: shows action or links

Adjective: describes nouns or pronouns

Adverb: describes a verb, adjective, or another adverb

Preposition: shows relationship between its object and another word in the sentence

Conjunction: connects words, phrases, or clauses

Interjection: expresses strong or sudden feeling

The **NOUN** is very easy to pick out in a sentence. It can be a person, place or thing. In the picture below, you have a woman (person), sitting at her office (place), and working on a computer (thing).



- ☐ The words “a” “an” and “the” always signal that a noun is following
- ☐ See page 13 for the eight possible functions for nouns

The **PRONOUN** takes the place of a noun. Common pronouns include *he, her, him, I, it, me, she, them, they, us, and we*.

An example could be:

George Washington was the president.



(Replace *George Washington* with *he*.)

He was the president.

Here is a list of the different kinds of pronouns:

Possessive – shows ownership (*my, your, his, her, its, our, their*)

Demonstrative – points to something; picture a finger pointing to something to demonstrate (*this, that, these, those*)

Interrogative – asks questions; interrogates (*who, whom, whose, which, and what*)

Indefinite - *some, few, many, all, most, either, neither, any, several, and every*

Relative – introduces a phrase that tells more about the word before it (*who, whom, whose, which, that*)

Reflexive – always includes “self” as part of the word; picture the reflex of touch a hot stove and pulling your hand back toward yourself (*myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves*)

Visit <https://pacesuccess.net/curriculum/english/english9/> for a video explaining these types (see video for English 1101)

The **VERB** is the next part of speech. There are two kinds of verbs: action and linking.

- ☐ **Action verbs** are what the subject is “doing”
- ☐ **Linking verbs** link the subject to an adjective or noun

The most common LINKING VERBS are:

am is are was were be being been

The following words can function as linking verbs.

Here’s the test – replace the word with “is” or “are” and if it makes sense it is probably a linking verb.

taste feel smell sound look appear
become seem grow remain stay

There are a few more things to know about verbs: linking verbs cannot be transitive and do not have active or passive voice.

Below are several charts that will be a help in understanding the difference between action and linking, transitive and intransitive, and active and passive voice. Take your time going over **verbs** because **verbs are the key word in a sentence**.

Now, let's consider the verb as a part of a sentence.
The verb is the key word in a sentence. It can be an *action* or a *linking* verb. Its function can be *transitive* or *intransitive*, and transitive verbs have voice, which can be *active* or *passive*.



ACTION



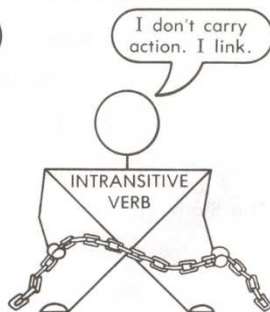
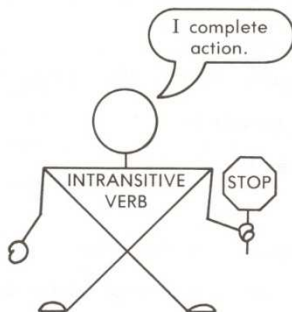
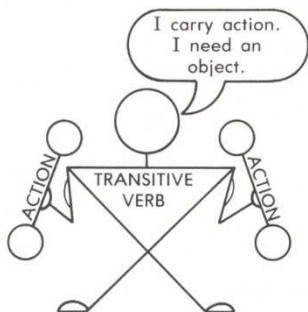
KINDS



FUNCTION



VOICE



Here is the list of helping verbs:

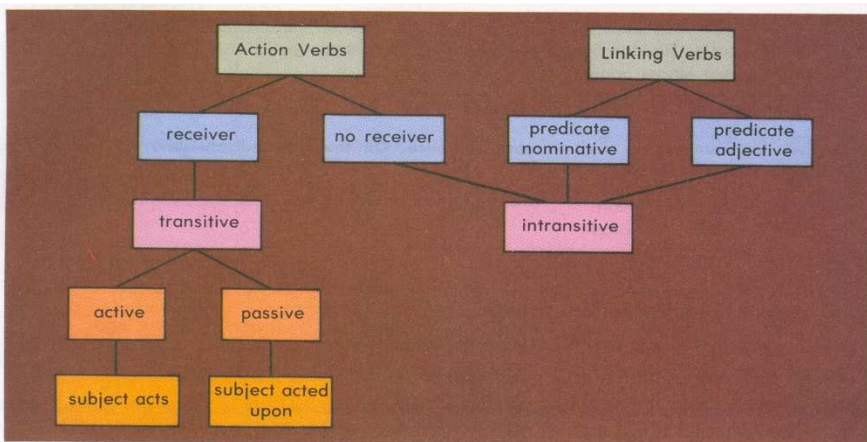
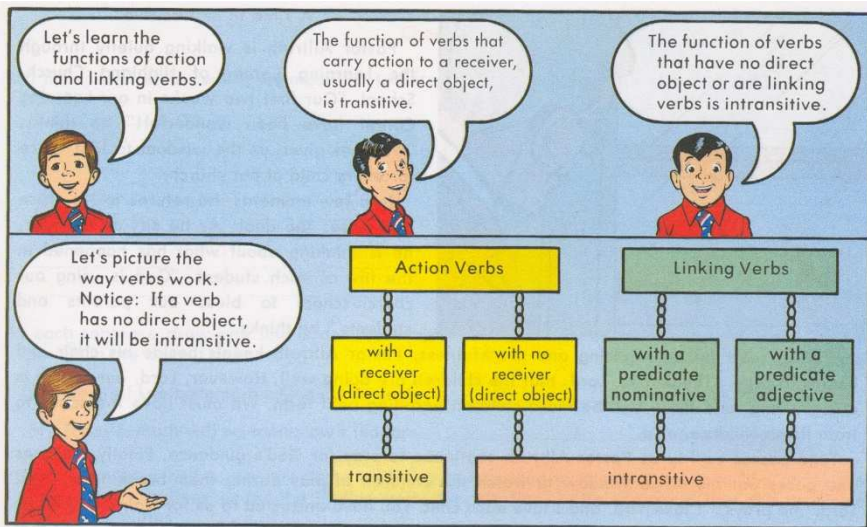
am, is, are, was, were, be, being, been

have, has, had

do, does, did

shall, will, should, would

may, might, must, can, could



One more thing about verbs: there is something called a **helping verb** which modifies the main verb, as in “Gail can win,” “Gail did win,” “Gail could have won.”

Visit <https://pacesuccess.net/curriculum/english/english-lessons/> for **video lessons** about

- **Transitive vs. Intransitive**
- **Active vs. Passive**

The **PREPOSITION** is a lot of fun! Let's look at a sentence:

The girl walked.

Now let's put some prepositional phrases into that pitiful sentence.

The girl walked *across the bridge over the graceful water*.



Do you see what a difference a prepositional phrase made? Prepositional phrases add life to an otherwise dreary sentence. They show relationships. When labeling sentences, we mark off prepositional phrases in parenthesis as those words are not part of the sentence pattern.

Frequently Used Prepositions:

Aboard	Below	Inside	To
About	Beneath	Into	Toward
Above	Beside	Like	Under
Across	Between	Near	Underneath
After	Beyond	Of	Until
Against	By	Off	Up
Along	Down	On	Upon
Among	During	Over	With
Around	Except	Past	Within
At	For	Since	Without
Before	From	Through	
Behind	In	Throughout	

Visit <https://pacesuccess.net/curriculum/english/english-lessons/> for a **video** with a song to help memorize the list of prepositions.

The next part of speech is the **ADJECTIVE**. **Adjectives modify nouns, pronouns, and other adjectives.** Adjectives are great because they add so much **color** and **life** to the sentence! Take a look at this sentence:

The girl sat on the swing.

Now look at what **life** the adjectives add:

The *dejected* girl sat on the *wooden porch* swing.



Do you see the difference adjectives made?

ADJECTIVES ANSWER THE FOLLOWING QUESTIONS:

- Which one?
- What kind?
- How many? (or How much?)
- Whose?

Articles (a, an, the) are also adjectives, so when you come to one in the sentence, keep in mind you are looking at an adjective.

- ☐ Articles always signal that a noun follows
- ☐ Adjectives always come directly in front of the noun they are describing

The **ADVERB** can be hard to spot in a sentence, but keep in mind that an **adverb modifies verbs, adjectives, and other adverbs**.

Here are some tips for finding adverbs:

- Often end in *-ly* (like slowly, quickly, happily, etc)
- Adverbs can be moved around in the sentence and the sentence will still make sense. (You can't do that with adjectives)
- Draw an arrow from the adverb to the word it describes – that word will most often be the verb (but could be an adjective or another adverb, like “very” or “somewhat”)
- **“Not” is ALWAYS an adverb**

ADVERBS ANSWER THE FOLLOWING QUESTIONS:

How?
When?
Where?
How Often?
To what extent?

Frequently Used Adverbs:

Always	Frequently	So
Usually	Often	Not
Sometimes	Occasionally	“n’t”
Seldom	Rarely	Really
Never		



The **CONJUNCTION** and the **INTERJECTION** are vital to the sentence. Consider this sentence:

*We were gone all day **and** we didn't get lost in the woods. **Amazing!***

Most students don't have a problem finding the conjunctions and interjections in a sentence.

Frequently Used Conjunctions:

Coordinating Conjunctions: and, but, or, nor, for, yet

Correlative Conjunctions: either – or, neither – nor, both – and, not only – but also, whether – or

Introductory Words: after, although, as, because, how, it, since, that, unless, until, what, whatever, when, whenever, where, which, whichever, while, who, whoever, whom, whomever, whose

Frequently Used Interjections:

Aha! Great! Ha! Oh, no!

Hallelujah! Hey! Oops! Wow!

Hooray! Ouch! Yes! Amen!



Miscellaneous Topics

The rest of the information in this little booklet is going to be classified under the “Miscellaneous” section. Now “miscellaneous” doesn’t mean “unnecessary.” Just keep this information in mind, for you will need it eventually.

Nouns can function in eight different ways.

Subject: who or what the sentence is about; the thing doing the action of the verb

Jesus Christ paid sin’s penalty.

Object of a Preposition: last word of a prepositional phrase (most students can find prepositions fairly easily)

Christ had to die on the cross.

Noun of Direct Address: addresses someone or something (picture a megaphone calling someone’s name)

“Father, forgive them,” He cried.

Appositive: explains a noun or pronoun that comes before it; it is usually set off with commas

Jesus Christ, our Saviour, was crucified.

Predicate Nominative: comes after a linking verb and renames the subject

Christ was the sacrifice for sin.

Direct Object: comes after an action verb and completes the action; it also answers the question "Whom?" or "What?"

Christ defeated sin.

Indirect Object: tells "to whom" or "for whom" or the action is done; you could insert “to” or “for” in front of the word and it would make sense.

Christ offers you eternal life.

Objective Complement: follows the direct object and renames it; you could insert “to be” between the Direct Object and the Objective Complement

God will make you His child.

Visit <https://pacesuccess.net/curriculum/english/english-lessons/> for video lesson explaining these eight functions.

Verbals – verbs that are used as other parts of speech

Participle

Form: a verb in the present or past tense form that describes a noun (often ends in *ing*, *ed*, *d*, *t*, *en* or *n*)

Function: adjective

Example: The fallen roof...., the burnt candle...., scared child

Gerund

Form: always ends in *ing*

Function: noun

Note: not all verbals ending in “ing” are gerunds (some can be participles) Gerunds will always be used as nouns

Example: Swimming is my favorite sport.

Infinitive

Form: “to” plus present verb form

Function: noun, adjective, or adverb

Example: My favorite activity is to hike.

Simple, Compound, and Complex Sentences

Simple Sentence - has only one independent clause and no dependent clause.

Example: We are His workmanship.

Compound Sentence - has two independent clauses joined by a coordinating conjunction.

Example: The Heavens declare the glory of God, and the firmament sheweth forth His handiwork.













Complex Sentence - has one independent clause and one or more dependent clauses which begin with a subordinating conjunction.

Example: When I am weak, I am strong in the Lord.

Diagramming Sentences

Use the charts and steps below to help you find sentence patterns and diagram sentences.

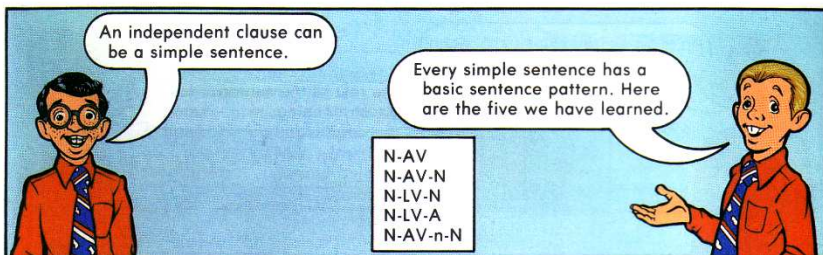
Sentence Patterns

<p>Every sentence follows a pattern.</p> 	<p>In this PACE we will be working with five sentence patterns.</p> 	<p>We will work with the subject—action verb pattern. (N-AV)</p>   <p>Pacer plays. (subject) (action verb)</p>
<p>We will work with the subject—action verb—direct object pattern. (N-AV-N)</p>   <p>Pacer chases the ball. (subject) (action verb) (direct object)</p>	<p>We will work with the subject—linking verb—predicate nominative pattern. (N-LV-N)</p>   <p>Pacer is a dog. (subject) (linking verb) (predicate nominative)</p>	
<p>We will work with the subject—linking verb—predicate adjective pattern. (N-LV-A)</p>   <p>Pacer is funny! (subject) (linking verb) (predicate adjective)</p>	<p>We will work with the subject—action verb—indirect object—direct object pattern. (N-AV-n-N)</p>   <p>Pacer brought him the ball. (subject) (action verb) (indirect object) (direct object)</p>	

Study these abbreviations used in the five sentence patterns.

N = subject, direct object, or predicate nominative	AV = action verb	n = indirect object
A = predicate adjective	LV = linking verb	

Simple Sentences



Review these abbreviations of the five basic sentence patterns.

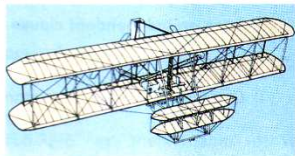
AV = action verb

LV = linking verb

N = subject, direct object,
or predicate nominative

n = indirect object


A = predicate adjective



Follow these steps and identify the sentence pattern of each sentence below.

1. Set off each prepositional phrase with parentheses.
2. Cross out the adjectives (including articles) and adverbs.
3. Underline the subject, the action or linking verb, and any direct object, indirect object, or predicate nominative. A sentence may have a predicate adjective.
4. Identify the sentence pattern by writing the correct abbreviations above the proper words.

Diagraming Simple Sentences

<p>Let's review how we diagram simple sentences.</p> 	<p>Our ^Nloving ^{AV}Saviour <u>talked</u> (with the children).</p> <pre> graph LR Saviour[Saviour] --- Our[Our] Saviour --- loving[loving] Saviour --- talked[talked] talked --- with[with] with --- children[children] children --- the[the] </pre>
<p>The ^NLord ^{AV}kindly ^Nblessed ^Neach (of them).</p> <pre> graph LR Lord[Lord] --- The[The] Lord --- kindly[kindly] Lord --- blessed[blessed] blessed --- each[each] each --- of[of] of --- them[them] </pre>	<p>The ^NCreator (of all things) ^{LV}is ^Nmy Saviour.</p> <pre> graph LR Creator[Creator] --- The[The] Creator --- is[is] Creator --- Saviour[Saviour] is --- my[my] is --- things[things] things --- all[all] </pre>
<p>^NHe ^{LV}remains ^Atrue (to His Word).</p> <pre> graph LR He[He] --- remains[remains] remains --- true[true] true --- to[to] to --- Word[Word] Word --- His[His] </pre>	<p>^NHis ^{AV}Word ⁿgives ^Nme strength each day.</p> <pre> graph LR Word[Word] --- His[His] Word --- gives[gives] Word --- strength[strength] gives --- me[me] gives --- day[day] day --- each[each] </pre>

1. **N-AV** pattern *Example:* Christ willingly died for our sins.
NOTICE: The **N** word is the *subject*. The **AV** word is the *action verb*.

2. **N-AV-N** pattern *Example:* By His death He provided eternal life.
NOTICE: The first **N** word is the *subject*, and the second **N** word is the *direct object*. The verb in this pattern is always an *action verb*.

3. **N-LV-N** pattern *Example:* Is He Lord of your life?
NOTICE: The first **N** word is the *subject*, and the second **N** word is the *predicate nominative*. The verb in this pattern is always a *linking verb*.

4. **N-LV-A** pattern *Example:* I will be faithful to Him.
NOTICE: The **N** word is the *subject*. The **A** word is the *predicate adjective*. The verb in this pattern is always a *linking verb*.

5. **N-AV-n-N** pattern *Example:* I will give Christ control of my life.
NOTICE: The first **N** word is the *subject*, and the second **N** word is the *direct object*. The **n** word is the *indirect object*.

6. **N-AV-N-N** pattern *Example:* Have you made Christ the Blessed Controller?
NOTICE: The first **N** word is the *subject*, the second **N** word is the *direct object*, and the third **N** word is an *objective complement*. A noun as an objective complement renames the direct object.

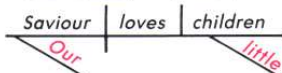
7. **N-AV-N-A** pattern *Example:* He will then make you wise.
NOTICE: The first **N** word is the *subject*, and the second **N** word is the *direct object*. The **A** word is an *objective complement*. An adjective as an objective complement modifies the direct object.

Diagramming Adjectives, Adverbs, and Prepositional Phrases

Diagram an **adjective** by placing it on a slanted line under the noun it modifies.



Our Saviour loves little children.



The Heavenly Father sent His only begotten Son.



Diagram an **adverb** by placing it on a slanted line under the verb, adverb, or adjective it modifies.



God daily supplies our needs.



Ace quite often brings a visitor.



Salvation is very precious.

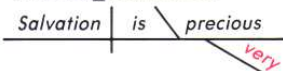


Diagram a **prepositional phrase** under the word it modifies. Remember: A prepositional phrase may be used as an adjective or an adverb.



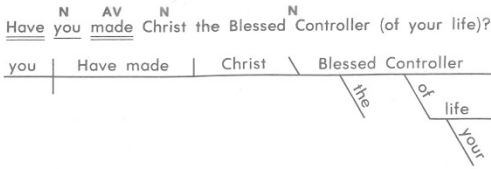
The Christ (of Glory) loves sinners.



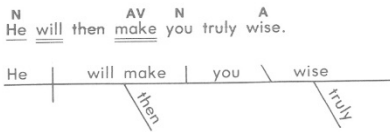
The Son lives (in Heaven) (with the Father).



Advanced Diagramming for grades 9-12:



NOTICE: A slanted line separates the direct object from the objective complement.



NOTICE: A slanted line separates the direct object from the objective complement.

Diagram each clause of a compound sentence like a simple sentence.
Notice how the clauses are connected and where we place the *coordinating conjunction*.

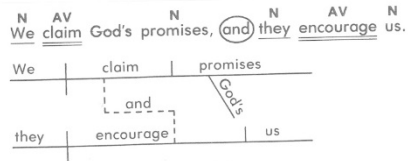


Diagram an *adverb clause* under the main clause.

NOTICE: A dotted line is drawn between the verbs of the two clauses. The *subordinate conjunction* is placed on the dotted line.

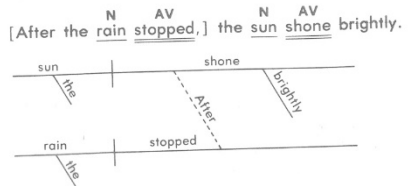


Diagram an *adjective clause* under the word that it modifies. The relative pronoun performs a function in the dependent clause.

NOTICE: A dotted line connects the *introductory word* of the adjective clause to the noun it modifies.

The man [who fears the Lord] is wise.

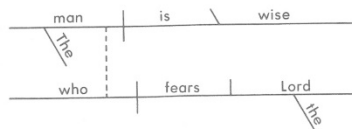
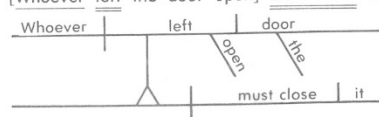


Diagram a *noun clause* on a *pedestal* above the position of the word it replaces in the main clause. The relative pronoun often performs a function in the dependent clause.

[Whoever left the door open] must close it.



Notice how we diagram the introductory word "that" when it is not part of a sentence pattern.

