

## INTRODUCTION

Book Two of the *WEI English Course* includes seven lessons. In Lessons One, Two, and Three, you will learn about verbs and verb forms. In Lesson Four you will study verbals (infinitives, gerunds, and participles). Lessons Five and Six deal with the adverb. Finally, in Lesson Seven, you will learn about prepositions and prepositional phrases.

In Book Three of the *WEI English Course*, we will complete our study of the parts of speech by examining the conjunction and the interjection. We will also learn some things about the art of writing: (1) sentences and sentence patterns; (2) phrases and clauses; and (3) punctuation.

We sincerely hope that you have enjoyed your study thus far and that you will stay with us to the end of the course.

## INSTRUCTIONS TO THE STUDENTS

1. *Book Two* of the *WEI English Course* has been written and copyrighted (© 2018) by Richard N. Ady for World English Institute; 1525 NW Division St.; Gresham, Oregon 97030 USA. Biblical quotations are taken from the *Easy-to-Read Version of the Bible* and are used by permission.

2. After studying each lesson, turn to the Question and Answer Section and answer the questions on that lesson.

3. Finish all seven lessons. Then *cut out* the answers to all seven lessons (in both books) and send them to your teacher.

4. May God bless you as you continue your study of the English language using the Bible as a source of illustrations.

## ORDERING MATERIALS

Additional copies of the *WEI English Course* and the *Easy-to-Read Bible Course* may be ordered from World English Institute; 1525 N.W. Division Street; Gresham, OR 97030, USA; Telephone (503) 661-0348; Fax (503) 666-8309; Web site [www.worldenglishinstitute.net](http://www.worldenglishinstitute.net).

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## Pronunciation Guide

a (as in hat), ā (late), ä (far), â (ball), ã (air), e (let), ē (feet), ě (her), i (is), ī (lie), o (hot), ō (bore), ô (or), oo (book), ōō (moon), oi (boil), ou (out), u (cut), ū (cute), û (full), ō (us), hw (what), th (they), zh (azure), ŋ (anger)

World English Institute  
*English Course*

## Book Two

# *Learning About Verbs, Adverbs, and Prepositions*

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## Lesson One

# The Verb

In *Book One* of the *WEI English Course*, we examined various kinds of nouns, pronouns, and adjectives. We learned how to use them and how to change them from one form to another.

In this lesson we begin our study of the verb. A verb is a word that expresses action, condition, or state of being. Sentences: "Shawn *ran* a race this morning" (action). "Now he *is tired*" (state of being).

### Verbs to Remember

1. "**action verb**" (ak' shən vərb) – a word that expresses mental or physical activity. Example: "Abraham's servant *took* ten camels and *loaded* them with gifts." The words "took" and "loaded" are *action verbs*.

2. "**helping verb**" (help' iŋ) – a verb that helps the main verb express action, condition, or state of being. Example: "God *will* surely listen to our prayers." "Will" is a *helping verb*.

3. "**linking verb**" (link' iŋ) – a verb that links the subject to a word that tells what the subject is or seems to be. Example: "To God, everyone *is* important." "Is" is a *linking verb*.

4. "**main verb**" (mān) – the verb that expresses the main thought or action in a verb phrase. Example: "The Lord has *led* me to the right girl for my master's son." In this sentence, the word "has" is the helping verb, and "led" is the *main verb*.

5. "**transitive verb**" (tran' sə tiv) – a verb that requires an object to complete its meaning. Example: "God *answers* prayer." In this sentence, the word "answers" is a *transitive verb*. The object, "prayer," is necessary to complete the meaning of "answers."

6. "**intransitive verb**" (in tran' sə tiv) – a verb that does not require an object to complete its meaning. Example: "Isaac's mother *died*." "Died" is an *intransitive verb*.

### Other Words to Remember

1. "**bracelet**" (brās' lət) n. – a band or chain worn as an ornament around the arm or wrist. Example: "Abraham's servant gave Rebekah a gold ring and two gold arm *bracelets*."

2. "**heir**" (ā̄r) n. – anyone who receives the property, office, or title of a person who dies. Example: "Isaac was the only male *heir* in Abraham's family." "Heir" is pronounced like "air." The "h" is silent.

3. "**loyal**" (loi' əl) adj. – faithful and true. Example: "God was kind and *loyal* to Abraham."

4. "**pregnancy**" (preg' nən sē) n. – the state or condition of carrying a child in the body. Example: "Rebekah's *pregnancy* was a special blessing from God."

5. "**trough**" (trâf) n. – a long, narrow container holding food or water for animals. Example: "Rebekah poured all the water from her jar into the drinking *trough*." "Trough" rhymes with "cough." The "gh" is pronounced like an "f."

6. "**salvation**" (sal vā' shən) n.– deliverance from danger, evil, or destruction. Example: "God's plan of *salvation* unfolds in this lesson."

### What Is a Verb?

A *verb* is a word that expresses action, condition, or state of being. It tells what is happening, what is, or what seems to be. "Jane *walked* home" (action). "She *was* tired" (condition). "Jane's husband *looked* worried" (state of being).

Every sentence must have a subject and a predicate, and every predicate must have a verb. The verb is the heart of the predicate. Examples: "Isaac and Ishmael *buried* Abraham in the Cave of Machpelah." In this sentence, "Isaac and Ishmael" is the compound subject, and "buried Abraham" is the predicate. The verb "buried," tells us what Isaac and Ishmael did with Abraham.

### Action Verbs

An *action verb* is a verb that expresses physical or mental activity. Examples of action verbs are, "ask," "bring," "climb," "dig," "eat," "go," "hurl," "jog," "kneel," "make," "push," "rake," "stand," "throw," "work."

Can you write down ten important things you did after you awoke from sleep and got out of bed this morning? For example, let me describe what I did: "I *put* on my robe and slippers, *turned* on the heater, and *went* to the kitchen to prepare breakfast. There, I *filled* the tea kettle with water and *put* it on the stove to heat. I *poured* a bowl of bran flakes, *brewed* a cup of coffee, and *sat* down to eat. While eating, I *thought* about my schedule for the day. After breakfast, I *shaved*, *showered*, *dressed*, and *drove* to work." The action verbs in this paragraph are in italics..

## Linking Verbs

A *linking verb* expresses condition or state of being. It describes what *is* or what *seems to be*. It links the subject of a sentence to a word that describes the subject. Example: "God *is* love." In this sentence, "God" is the subject, "love" is the word that describes God, and "is" is the linking verb that joins the two together.

The most common linking verb is the verb "be" and its various forms: "am," "are," "is," "was," and "were." Example: "Rebekah *was* very beautiful." In this sentence, "Rebekah" is the subject, "beautiful" is the word that describes her, and "was" is the linking verb.

Other linking verbs are, "act," "appear," "become," "feel," "grow," "look," "remain," "seem," "smell," "sound," "stand," "stay," and "taste." Examples: "*Act* enthusiastic and you'll *feel* enthusiastic!" "On the outside he *looks* calm, but on the inside he is a nervous wreck." "That apple pie *smells* good, and it *tastes* even better."

Some verbs may be used as linking *and* as action verbs. Examples: "I *feel* sick" (linking verb). "I *feel* the rain on my face" (action verb). "Some boys *grow* tall" (linking verb). "Some farmers *grow* corn" (action verb).

## Transitive Verbs

A *transitive verb* is a verb that requires an object to complete its meaning. Example: "Ron *hit* the ball." In this sentence, "Ron" is the subject, "hit" is the verb, and "ball" is the object that tells us what Ron hit. The verb "hit" is transitive because it requires an object to complete its meaning.

The action expressed in a transitive verb is thought of as "passing over" from the subject to an object outside the subject. Example: "That man *studies* English." The verb "studies" is transitive because its meaning is completed by the object "English." If we say, "That man *studies* all the time," the verb "studies" is still transitive because some words like "English," "grammar," or "math" must be understood to complete its meaning.

## Intransitive Verbs

An *intransitive verb* is a verb that does not require an object to complete its meaning. The action expressed by an intransitive verb does not "pass over" from the subject to an object. It affects only the subject. Examples: "Flowers *bloom*. Rain *falls*. The grass *grows*. The wind *blows*. Crickets *chirp*."

What do dogs do? Dogs *bark*. Dogs *sleep*. Dogs *walk*, *trot*, and *run*. Dogs *fight*, and dogs *die*. We have just used seven intransitive verbs to describe what dogs do.

Some verbs may be either transitive or intransitive, depending on how they are used. Examples: "It *breaks* (transitive verb) my *heart* (object)." "Glass *breaks* (intransitive verb) easily." "He *returned* (transitive verb) the *books* (object)." "He *returned* (intransitive verb) from the war."

## Main Verbs

The *main verb* is the verb which expresses the main thought or action in a verb phrase (a group of verbs used together). It tells what happens, what is, or what seems to be. Examples: "God *is listening* to our prayers." In this sentence, "is listening" is a verb phrase and "listening" is the *main verb*. The main verb of a verb phrase often ends in "ing."

## Helping Verbs

A *helping verb* is a verb that helps the main verb tell when or how something happens. Example: "God *is* listening to our prayers." As was noted above, "is listening" is a verb phrase and "listening" is the main verb. "*Is*" is the helping verb.

The most common helping verb is the verb "be" or one of its forms: "am," "are," "is," "was," and "were." Other helping verbs are, "can," "do," "have," "may," "must," "shall," and "will."

A helping verb must always agree with the subject in number and person. (We will learn more about these verb properties in Lesson Two.) Notice in the chart below that the helping verbs "be," "have," and "do" have more than one form in the singular.

						Present Tense		
			Singular			Plural		
1st Per	2nd Per	3rd Per	1st Per	2nd Per	3rd Per	1st Per	2nd Per	3rd Per
I	you	he/she/it	we	you	they			
am	are	is	are	are	are			
do	do	does	do	do	do			
have	have	has	have	have	have			
						Past Tense		
was	were	was	were	were	were			

## Your Assignment

Now, check your understanding of verbs by answering the questions on Lesson One at the back of this book. Then, read Lesson One of your *ETR Bible Course*. Finally, test your comprehension of the story by answering the questions on Lesson One at the back of that book before going to Lesson Two.



## Lesson Two

# Properties Of Verbs

In Lesson One we listed several types of verbs. In this lesson, we will examine five properties of verbs: (1) voice, (2) mood, (3) person, (4) number, and (5) tense.

Before we get into the lesson, let us learn some new words.

### Verbs to Remember

1. "**ble**ss" (bles) – to ask God to be especially kind and generous to someone. Example: "Isaac said to his son Esau, 'I will *ble*ss you before I die.'"
2. "**de**ceive" (di sēv')– to mislead someone by making him or her believe something that is not true. Example: "Jacob *de*ceived members of his own family."
3. "**de**spair" (dis p̄ar) – to give up hope. Example: "If you have faults, don't *de*spair. God is not finished with you."
4. "**pre**dict" (pri dikt') – to tell in advance; to foretell a future event. Example: "God *pre*dicted that a descendant of Eve would crush Satan's head."

### Other Words to Remember

1. "**birth**right" (bērh'th rīt) - n. – the rights that a person has because of being born into a family or nation. In the ancient world, the firstborn son had a right to be the head of the family when his father died, and to receive twice as much inheritance as any other son. Example: "Jacob said to his brother Esau, 'You must sell me your *birth*right today.'"
2. "**dis**appointment" (dis ə point' m̄ənt) - n. – something that fails to satisfy a person's hopes, desires, and expectations. Example: "Jacob's *dis*appointments made him a better man."
3. "**lent**il" (lin' t̄əl) - n. – the round, flat, edible seed of a plant which is a member of the pea family. It is often referred to as a bean. Example: "Jacob was boiling a pot of *lent*ils when Esau came home from hunting."
4. "**pot**ter" (pot' ər) - n. – a person who makes clay pots and dishes. Example: "God is the *pot*ter and we are the clay."
5. "**tra**gedy" (tra' j̄ə dē) - n. – a disaster; a very sad and upsetting event. Example: "God worked through every *tra*gedy to change Jacob into a better person."

## Properties of Verbs

Verbs have five qualities known as "*properties*": (1) voice, (2) mood, (3) number, (4) person, and (5) tense.

### Voice

In English, *voice* is the arrangement of words in a sentence to show the relation between the subject and the action expressed by the verb. Transitive verbs have two voices: (a) active, and (b) passive.

(a) If the subject of a sentence acts upon an object, the verb is in the *active voice*. Example: "James *kicked* the ball." In this sentence, "James" is the subject, "kicked" is the verb, and "ball" is the object. The verb "kicked" is in the active voice because the subject (James) acted upon the object (ball).

(b) If the subject of a sentence receives the action, the verb is in the *passive voice*. Example: "The ball *was kicked* by James." In this sentence, the verb "was kicked" is in the passive voice. The ball is being acted upon.

In English, the passive voice is formed by placing some form of the verb "be" ("is," "was," etc.) in front of the main verb of a verb phrase. The main verb in the passive voice takes on the past participle form (the verb + "ed" or "en").

Notice that the direct object of a verb in the active voice becomes its subject in the passive voice.

**Active voice:** "Tina *wrote* a letter."

**Passive voice:** "A letter *was written* by Tina."

**Active voice:** "Amy *solved* the puzzle."

**Passive voice:** "The puzzle *was solved* by Amy."

The active voice adds life and interest to a sentence. It provides power, energy, and punch. It paints vivid pictures in the mind. Example: "Smoke *billowed* from the window. A woman inside the building *screamed* for help. Firefighters *rushed* up the stairs and *smashed* through the door with their axes." Active verbs give life and strength to this scene. Active verbs are a key to clear and powerful writing. Except for formal and scientific writing, use the active voice. Sentences with passive verbs tend to be weak, dull, and awkward.

### Mood

*Mood* is the manner in which action or state of being is expressed by a verb. In English, there are three moods: (a) indicative, (b) subjunctive, and (c) imperative.

The *indicative mood* "indicates" that the action expressed by the verb is factual. A verb that states a fact or asks for factual information is in the indicative mood. Examples: "Glenn *drives* a truck." "*Does* Glenn *drive* a truck?" The verbs in these sentences are in the indicative mood.

The *subjunctive mood* suggests that the action expressed by the verb is imagined and not factual. Examples: "If I *were* you, I would tell the truth." ("Were" is used with the subjunctive, not "was.") "If I *live* to be a hundred, I will not forget you." Subjunctive (subordinate) clauses are usually introduced by "if," but may also be introduced by "except," "lest," "though," and "unless." These words are called "*signs*" of the subjunctive.

The *imperative mood* expresses a command, a request, or a direction. Examples: "*Let* me have some of those red beans." "*Promise* me that you will give your share to me." "*Bring* it to me." "*Turn* left at the next corner." Notice that the subject is missing in each of these sentences. That is a sign of the imperative mood. The subject "you" is understood since the imperative mood is only used when addressing someone directly.

## Person and Number

In English, a verb must agree with the subject in *person* and *number*. If the subject of the sentence is doing the speaking and is singular in number, the verb is "first person singular." Example: "If I *die*, all my father's wealth will not help me." The verb "die" is first person singular because the subject "I" is first person singular.

If the subject of the sentence is singular and is being spoken to, the verb is "second person singular." Example: "You must *sell* me your rights as the firstborn son today." The verb "sell" receives its second person singular status from the pronoun "you," the subject of the sentence.

If the subject is singular and is being talked about, the verb is "third person singular." Example: "Esau *hated* Jacob and *decided* to kill him." The verbs "hated" and "decided" are third person singular because "Esau" is third person singular.

In modern English, only third person singular verbs change form to indicate person and number. All other regular verbs remain the same regardless of person and number. Examples: "I *go*." "You *go*." "We *go*." "They *go*." But the verb changes form in the third person singular: "He/she/it *goes*."

The irregular verb "be," however, has several forms. Notice in the chart on page six that "be" takes different forms to indicate person, number, and tense. *Memorize these forms of the verb "be."* They are very important.

## Tense

*Tense* is a property of verbs that indicates the *time* of the action or state of being expressed by a verb.

There are three divisions of time: (1) past, (2) present, and (3) future. Each of these divisions has two tenses: (a) simple, and (b) perfect. All together, there are six tenses.

1. The *simple present tense* denotes action or state of being that is occurring at the present time. Examples: "Your voice *sounds* like Jacob's voice, but your arms *are* hairy like the arms of Esau." "God *points* ahead to a Savior." The verbs "sounds," "are," and "points" are in the present tense.

2. The *simple past tense* expresses action that happened in the past. Examples: "Rebekah *prayed* to the Lord." "Rebekah *gave* birth to twin boys." "Isaac *loved* Esau, but Rebekah *loved* Jacob." The verbs "prayed," "gave," and "loved" are past tense.

3. The *simple future tense* expresses action that will take place in the future. There is actually no future tense verb form in English. The future tense is formed by placing the helping verb "will" or "shall" before the present tense plural form. Examples: "I *will* *bless* you before I die." The verb phrase "will bless" is in the future tense.

4. The *present perfect tense* expresses action that began at some point in the past and has continued to the present. Examples: "I *have done* the things you told me." "You *have tricked* me." "God *has predicted* that Someone would come to defeat Satan and to bless the world." The verb phrases "have done," "have tricked," and "has predicted" are in the present perfect tense. Some form of "have" is used with perfect tenses.

5. The *past perfect tense* expresses action completed in the past before some other past event. Example: "Jacob *had worked* for Laban twenty years when he left Haran and returned home." The verb phrase "had worked" is in the past perfect tense.

6. The *future perfect tense* expresses action that will be completed in the future before some other future event. Example: "On June 29th, I *will have worked* here thirteen full years." The verb phrase "will have worked" is in the future perfect tense.

## Your Assignment

Now, test your understanding of verb properties by answering the questions on Lesson Two at the back of this book. Then, read Lesson Two in the *ETR Bible Course*. Check your comprehension of the story by answering the questions on Lesson Two at the back of that book. Then, you will be ready for Lesson Three.



## Lesson Three

# Verb Forms

In Lessons One and Two, we examined verbs and their properties. In this lesson we will learn about the four basic verb forms. First, let us learn some new words.

### Words to Remember

1. **"application"** (ap li kā' shən) - n. – the art of putting something to use. Example: "Each Bible story is followed by several practical *applications*."
2. **"bitter"** (bit' ər)- adj. – filled with resentment and hatred. Example: "Joseph could have become very *bitter*."
3. **"chariot"** (char' ē ət) - n – a light, two-wheeled, horse-drawn cart used in the ancient world for war, racing, hunting, and parades. Example: "Joseph prepared his *chariot* and went out to meet his father."
4. **"confused"** (kən fūzd') - adj. – mixed up mentally; bewildered or puzzled. Example: "Joseph's brothers were *confused*."
5. **"faithful"** (fāth' fəl) - adj. – true, devoted, and loyal. Example: "Joseph was *faithful* to God in every situation."
6. **"governor"** (gʊv' ər nər) - n. – a person who has been made ruler over a nation, province, or state. Example: "Joseph was made *governor* over the land of Egypt."
7. **"interpret"** (in tēr' prit) - v. – to explain or to set forth the meaning. Example: "Joseph *interpreted* Pharaoh's dreams."
8. **"Pharaoh"** (fār' ō) - n. – the title given to the king of Egypt. Example: "Potiphar was the captain of *Pharaoh's* guard."
9. **"sheaf"** (shēf) - n. – a bundle of cut grain. Example: "Joseph dreamed that his brothers' bundles of wheat bowed down to his *sheaf*."

### Basic Verb Forms

A verb changes form as it moves from one tense to another. Examples: "He *worked* yesterday. He always *works* hard. He *is working* today. He *will work* tomorrow also." In these sentences, the verb "work" appears in four different forms to indicate past, present, and future activity.

There are four basic verb forms that are used to indicate tense in verbs: (1) the base form (present tense plural), (2) past tense, (3) present participle, and (4) past participle.

### Present Tense Forms

*Present tense verb forms* show that the action or state of being expressed by a verb is happening now and is ongoing. Examples: "Here *comes* Joseph, the one who *dreams*." "My master *trusts* me." "God *rewards* those who are faithful." Each of these present tense verbs shows action that is going on in the present.

Verbs in the present tense usually have a *singular* and a *plural* form.

(1) The *present tense singular* form of a verb ends with "s." Its subject is a singular noun or a third person singular pronoun (he/she/it). Examples are as follows:

#### Subject Present Tense Singular Verb Form

A postman	walks.
A dog	barks.
A cat	runs.
He/she/it	laughs.

(2) The *present tense plural* form of a verb does *not* end with "s." Its subject is a plural noun or the pronoun "I," "you," "we," or "they." The present tense plural form is the *base form* of a verb.

#### Subject Present Tense Plural Verb Form

Postmen	walk.
Dogs	bark.
Cats	run.
I/you/we/they	laugh.

When the subject of a sentence is a *singular indefinite pronoun* (another, anyone, anything, each, either, everybody, everything, neither, nobody, nothing, somebody, etc.), the verb form must also be singular. Example: "Anyone who *hears* these words and *does* them *is* wise." The indefinite pronoun "anyone" is singular; therefore, the verbs are also singular in form.

When the subject of a sentence is a *plural indefinite pronoun* (both, few, many, several), the verb form must also be plural. Example: "Many *are called* but few *are chosen*." "Many," and "few" are plural; therefore, the verb phrases "are called," and "are chosen" are plural in form.

### Past Tense Forms

*Past tense verb forms* show that the action or state of being expressed by a verb took place in the past.

For *regular verbs*, the past tense form is created by adding "d" or "ed" to the base form of the verb. Example: (Present) "Our dogs *chase* cats." (Past) "Yesterday, they *chased* three cats out of the yard."

Other verbs, however, are made past tense by changing letters inside the verb, *not* by adding "d" or "ed" to the base form. These verbs are called *irregular verbs*." Examples: (Present) "Our telephones *ring* constantly."

(Past) "Yesterday, they *rang* at least 100 times." The past tense form of the verb "ring" is "rang," not "ringed." "Ring" is an irregular verb.

Regular Verbs			Irregular Verbs		
Present	Past	Present	Past		
add	added	eat	ate		
bake	baked	begin	began		
chase	chased		choose	chose	
jog	jogged		drive	drove	
kill	killed	give	gave		
walk	walked		write	wrote	

### Present Participle Form

The *present participle verb form* is made up of the base form of a verb plus "*ing*." Examples: working, tying, carrying. "Their camels were *carrying* many different spices and riches."

When a present tense form of "be" ("is," "am," "are") is used with a present participle form, the verb phrase tells of continuing action in the present. Example: "God *is blessing* us."

When a past tense form ("was" or "were") is used with a present participle form, the verb phrase tells of continuing action in the past. Example: "We *were working* in the field."

### Past Participle Form

The *past participle* of a regular verb is made up of the base form of a verb + "d" or "ed." Examples: loved, hated, killed. "Maybe some wild animal *has killed* him."

Irregular verbs form their past participles in other ways than by adding "d" or "ed." Examples: eaten, shown, sent. "God *has shown* you what will happen."

### Regular Verbs

Some verbs follow the same pattern in moving from one verb form to another. These are called "regular verbs." Notice in the following chart how regular verbs are formed:

Present	Past	Past Participle	Present Participle
ask	asked	asked	asking
bake	baked	baked	baking
paint	painting	painting	painting
start	started	started	starting

### Irregular Verbs

Other verbs do not follow the same pattern in moving from one form

to another. These are called "irregular verbs." There are about 200 irregular English verbs. Since there are no fixed rules for irregular verbs, you must either memorize them or check your dictionary regularly. A few of the most common irregular verbs are listed below:

Present	Past	Past Participle	Present Participle
begin	began	begun	beginning
break	broke	broken	breaking
choose	chose	chosen	choosing
do	did	done	doing
eat	ate	eaten	eating
fall	fell	fallen	falling
fly	flew	flown	flying
get	got	gotten	getting
go	went	gone	going
read (rēd)	read (red)	read (red)	reading (rēding)
ride	rode	ridden	riding
see	saw	seen	seeing
sing	sang	sung	singing
speak	spoke	spoken	speaking
take	took	taken	taking
throw	threw	thrown	throwing
write	wrote	written	writing

### Verb Tenses

In Lesson Two we learned that English has six basic verb tenses. In this lesson, we have learned that each of these six tenses has a progressive or continuous action form. Notice in the following charts how all six tenses and their progressive forms are created around the four basic verb forms that we have studied in this lesson:

#### 1. Present Tense

	Singular	Plural
1st Person	I walk.	We walk. (base form)
2nd Person	You walk.	You walk.
3rd Person	He/she/it walks.	They walk.
Pres. progressive ("am/is/are" + present participle): I am walking.		

#### 2. Past Tense (base form + "d" or "ed")

1st Person	I walked.	We walked.
2nd Person	You walked.	You walked.
3rd Person	He/she/it walked.	They walked.
Past progressive ("was/were" + pres. part.): I was walking.		

## Verbals

### 3. Future Tense ("will" or "shall" + base form of regular verbs)

1st Person	I will (shall) walk.	We will (shall) walk.
2nd Person	You will walk.	You will walk.
3rd Person	He/she/it will walk.	They will walk.

Future progressive ("will be/shall be" + pres. part.): I will (shall) be walking.

### 4. Present Perfect Tense ("have" or "has" + past participle)

1st Person	I have walked.	We have walked.
2nd Person	You have walked.	You have walked.
3rd Person	He/she/it has walked.	They have walked.

Present perfect progressive ("have been/has been" + pres. part.): I have been walking.

### 5. Past Perfect Tense ("had" + past participle)

1st Person	I had walked.	We had walked.
2nd Person	You had walked.	You had walked.
3rd Person	He/she/it had walked.	They had walked.

Past perfect progressive ("had been" + present participle): I had been walking.

### 6. Future Perfect ("will have/shall have" + past participle)

1st Person	I will (shall) have walked.	We will (shall) have walked.
2nd Person	You will have walked.	You will have walked.
3rd Person	He/she/it will have walked.	They will have walked.

Future perfect progressive ("will have been" + pres. part.): I will have been walking.

### Your Assignment

In this lesson, you have learned about the four basic verb forms that serve as the basis of all verb tenses. This is the most difficult lesson in the *WEI English Course*. If you don't understand everything in it, please do not be discouraged. Read it again until it becomes clear to you.

Now, answer the questions on Lesson Three in this book. Then, read Lesson Three in your *ETR Bible Course* and answer the questions on the lesson at the back of the book. Afterwards, You will then be ready to go on to Lesson Four.

Have you ever known a person who had more than one job? Perhaps you know a lawyer who is also a politician, or a woman who teaches mathematics during the day and works as a tax consultant at night. People often perform more than one function during their careers.

Words are like that, too. Some words start out being verbs but end up acting like nouns, adjectives, and adverbs. These strange words are called "*verbals*." But before we study verbals, let's learn some new words.

### Words to Remember

1. "**exodus**" (ek' sə dəs) - n. – a departure; a going out, usually of a large number of people. Example: "After living in Egypt 430 years, the people of Israel left Egypt in a great *exodus*."

2. "**locust**" (lə' kəst) - n. – a large grasshopper that travels in swarms, eating nearly all vegetation in its path. Example: "*Locusts* covered the land and ate every plant that the hail had not destroyed."

3. "**midst**" (mɪdst) - n. – the middle; the central part; the position of being surrounded by something. Example: "God does not always keep us from suffering, but he does help us in the *midst* of suffering."

4. "**mortar**" (mɔr' tər) - n. – a mixture of sand, lime, and water that is used to bind bricks together in a building. Example: "The Israelites were forced to make bricks and *mortar* and to work in the fields."

5. "**plague**" (plāg) - n. – a disaster; a calamity; an affliction; anything that causes great pain, suffering, and death. Example: "On the night of the tenth *plague* in Egypt, each Israelite family killed a lamb and smeared its blood on the door frames of their house."

6. "**religious**" (rɪ lɪj' əs) - adj. – devoted to and practicing religion. Example: "The Egyptians were very *religious* people."

7. "**roast**" (rɔst) - v. – to cook with dry heat as in an oven. Example: "You must *roast* the lamb and eat all the meat."

8. "**spare**" (spār) - v. – to treat with mercy; to refrain from punishing, hurting, or destroying. Example: "At midnight, God passed over the land and *spared* the homes of the Israelites."

9. "**symbol**" (sɪm' bəl) - n. – something that stands for, represents, or resembles something else. Example: "The Passover lamb that saved the Israelites from death was a type or *symbol* of the coming Lamb of God."

10. "**sympathetic**" (sim pə thet' ik) - adj. – having sympathy and understanding; able to share the feelings of another person. Example: "It is comforting to know that we have a *sympathetic* God who understands our hurts and shares our pain."

11. "**vital**" (vī təl) - adj. – of great importance; necessary to life. Example: "The story of Moses and the Exodus contains some *vital* truths about God."

## Verbals

A *verbal* is a word that comes from a verb and has the characteristics of a verb, but acts like a noun, adjective, or adverb. There are three different kinds of "verbals": (1) the infinitive, (2) the gerund, and (3) the participle.

## The Infinitive

The *infinitive* is a verb that expresses action or existence without reference to a subject. The word "infinitive" means "unlimited." The infinitive gets its name from the fact that it is not limited to any person, number, or tense. Example: "*To be*, or not *to be*; that is the question." "To be" expresses existence but is not limited to any person, number, or tense.

In English, an infinitive usually consists of the base form of a verb preceded by "to" ("to" + base verb form). Example: "The baby's sister watched *to see* what would happen." "To" is a pointer word that tells us to look for an infinitive. If "to" is followed by a verb form, it is part of an infinitive.

Some verbs (such as *fear, begin, decide, deserve, forget, hope, learn, intend, plan, and refuse*) often go with an infinitive (verb + "to" + base verb form). Examples: "Moses covered his face because he was afraid *to look* at God." "Then a new king began *to rule* in Egypt." "Most Americans learn *to drive* a car." "Pharaoh refused *to let* the people go."

An **infinitive phrase** is a group of words that begins with an infinitive and includes one or more words that add meaning to the infinitive. There are several infinitive phrases in the examples above: "to look at God," "to rule in Egypt," "to drive a car," "to let the people go."

Other verbs (such as *advise, cause, command, force, encourage, and get*) are followed by a noun or pronoun plus an infinitive (verb + noun or pronoun + infinitive). Examples: "I advise you *to see* a doctor." "The Egyptians forced the Israelites *to make* bricks and mortar."

Remember this important rule: "*Never split an infinitive.*" That is, never separate the pointer word "to" from the rest of the infinitive. English teachers jokingly say, "Remember to never split an infinitive." In this sentence, the infinitive "to split" is split by the adverb "never."

In some cases, an infinitive is *not* preceded by "to." The pointer word "to" is generally not used following the verbs "dare," "feel," "hear," "let," "need," and "see." Examples: "You wouldn't dare *forget*." "We saw him *fall*."

Even though the infinitive is a verb form, it may be used as (1) a noun, (2) an adverb, or (3) an adjective.

As a *noun*, an infinitive can be used as (a) the subject of a sentence ("*To err* is human."), (b) the object of a verb ("She likes *to ski*."), or (c) as the predicate nominative ("To know him is *to love* him.").

An infinitive can also function as an *adverb*: "He worked hard *to succeed*." In this sentence, "to succeed" explains "work."

An infinitive can also function as an *adjective*: "She gave me a newspaper *to read*." "To read" explains "newspaper." In many ways, the infinitive is "unlimited."

## The Gerund

A *gerund* is the present participle ("ing") form of a verb, used as a *noun*. Example: "*Walking* is good exercise."

In English, a gerund functions as a noun but keeps some of the characteristics of a verb.

Like a verb, it *can take an object*. Example: "*Walking* home saves money." "Home" is the object of "walking."

Like a verb, a gerund *can be modified by an adverb*. Example: "According to some doctors, *walking* fast is the best form of exercise." "Fast" explains "walking."

The gerund may also be used as the *object of a preposition* (preposition + gerund). Examples: "He earns his living by *selling* cars." "A brave police officer saved her from *drowning*."

Certain verbs (*admit, appreciate, avoid, begin, consider, deny, enjoy, escape, finish, imagine, keep, miss, postpone, practice, quit, resent, resist, suggest, start, stop*) are followed by gerunds (*verb + gerund*). Sentences: "All the people in Egypt began *crying* very loudly." "When the sun stopped *shining*, God proved that the Egyptian gods were powerless."

A **gerund phrase** is a group of words that begins with a gerund and includes one or more words that tell more about the gerund. Several of the sentences above contain gerund phrases. Examples: "walking home," "selling cars," "working late," "stealing money," "crying loudly."

## The Participle

A *participle* is a verbal form that "participates" in the functions of both verbs and adjectives. The word "participle" means "participating."

In English, the **present participle** form ends in "ing." When used as a *verb*, the present participle form shows continuing action. Examples: "You *are standing* on holy ground" (present tense, progressive). "The baby *was crying*, and she felt sorry for it" (past tense, progressive). "He *will be waiting* for us at the airport" (future tense, progressive). "He *has been waiting* for us an hour" (present perfect tense, progressive). "He *had been waiting* two hours when we arrived" (past perfect, progressive). Notice that the tense is determined by the helping verbs used with the present participle form.

When used as an *adjective*, the present participle verbal modifies or explains a noun. Examples: "Then I will do many *amazing* proofs in Egypt." "Raise the *walking* stick in your hand over the Red Sea and the sea will split."

In English, the **past participle** form usually ends in "ed" or "en." When used as a *verb*, the past participle follows "have" or "has" to form the present perfect tense. Example: "He *has waited* an hour already." It is used with "had" to form the past perfect tense. Example: "He *had waited* for two hours when his friends arrived." It is used with "will have" or "shall have" to form the future perfect tense. Example: "He *will have waited* two hours by the time they arrive."

When used as an *adjective*, the past participle verbal explains or modifies a noun. Examples: "Jochebed was a *married* woman." "Baby Moses was placed in a *hidden* basket."

A **participial phrase** is a group of words that begins with a participle and tells more about a noun or pronoun. Example: "Pharaoh, *seated on his throne*, refused to listen to Moses." This participial phrase tells about Pharaoh.

### Your Assignment

Now, turn to the back of the book and answer the questions on this lesson. Then, study Lesson Four in your *ETR Bible Course*. As you read the lesson, make a list of five infinitives, five gerunds, and five participles that are used in the lesson. Then answer the questions at the back of the book before going on to Lesson Five.

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## Lesson Five

# The Adverb

In order to tell others what you see, hear, feel, smell, taste, or think, you must use verbs. Then, if you want to give a clear description of each action, you will need to use adverbs. An adverb describes an action or condition by telling when, where, how, why, how much, etc. Before we begin our study of adverbs, however, let's look at some new words.

### Words to Remember

1. **"adultery"** (ə dul' tə rē) - n. – voluntary sexual intercourse between a married person and someone who is not his or her lawful spouse. Sentence: "You must not do the sin of *adultery*."
2. **"authority"** (ə thor' ə tē) - n. – the right to give commands and the power to enforce obedience. Sentence: "God speaks to us with *authority* so that we will listen to his warnings."
3. **"awesome"** (âw' səm) - adj. – causing a feeling of fear, reverence, and wonder. Sentence: "The God of the Bible is an *awesome* God."
4. **"drunkenness"** (druŋk' ən nəs) - n. – the state of being intoxicated or drunk on wine or another alcoholic drink. Sentence: "Then they got up and had a wild party, with *drunkenness* and sexual sin."
5. **"elder"** (el' dər) - n. – older leaders in a family or a community. Sentence: "Moses came down the mountain and called the *elders* together."
6. **"furnace"** (fēr' nəs) - n. – an enclosed structure in which heat is generated by fire. Sentence: "Smoke rose off the mountain like smoke from a *furnace*."
7. **"incense"** (in' sɛns) - n. – a substance that produces a pleasant odor when burned. Sentence: "God told Moses how to make special *incense* for burning in the Holy Tent."
8. **"manna"** (man' ə) - n. – special food that God provided for the Israelites while they were in the wilderness. Sentence: "So the people began calling the special food '*manna*.'"
9. **"prophet"** (prof' it) - n. – a man who speaks for God. Sentence: "God promised to send a *prophet* like Moses."
10. **"quail"** (kwāl) - n. – a small, short-tailed bird. Sentence: "That night, *quails* came all around the camp."

11. **"Sabbath"** (sab' əθ) - n. – the seventh day of the week, the day set aside for the Israelites as a day of rest and worship. Sentence: "God said to the Israelites, 'Remember to keep the *Sabbath* a special day.'"

12. **"trumpet"** (trum' pit) - n. – a brass wind instrument with a sharp, penetrating tone, consisting of a tube with a flared bell at the end. Sentence: "The noise of the *trumpet* grew louder and louder."

13. **"wilderness"** (wil' dər nəs) - n. – an area occupied only by wild animals. Sentence: "For forty years, Moses led the people of Israel in the Sinai *wilderness*."

## The Adverb

An *adverb* is a word that tells something about a verb, an adjective, or another adverb. Example: "The birds sang *sweetly* in the trees." "Sweetly" explains the verb "sang."

## Types of Adverbs

Adverbs describe action or state of being by answering such questions as where, when, how, how much, and why.

1. Adverbs that tell *where* (place): *above, across, around, back, backwards, below, down, everywhere, far, forward, here, nowhere, out, over, sideways, somewhere, there, through, under, up, upstairs, whenever, where*. Sentence: "Moses went *up* to the mountain of God." The adverb "up" introduces the adverb phrase "up to the mountain of God" which tells *where* Moses went.

2. Adverbs that tell *when* (time): *again, always, before, early, eventually, forever, frequently, immediately, lately, never, now, occasionally, often, once, seldom, sometimes, soon, then, until, weekly, when, while, yet*. Sentence: "God *always* exists and is the same yesterday, today, and forever." The adverb "always" tells *when* God exists.

3. Adverbs that tell *how* (manner): *badly, beautifully, carefully, certainly, easily, earnestly, foolishly, nicely, probably, quickly, surely, sweetly, well*. "Rebekah *quickly* lowered the jar from her shoulder and gave him a drink of water." The adverb "quickly" tells *how* Rebekah lowered her jar.

4. Adverbs that tell *how much* (degree): *as, almost, altogether, chiefly, completely, enough, entirely, equally, especially, even, exceptionally, extremely, fairly, least, less, little, mildly, more, most, much, nearly, only, partly, rather, quite, scarcely, somewhat, thoroughly, too, truly, twice, unusually, very, wholly*. Sentence: "Jacob loved Rachel *very much*." In this sentence, the adverb "very" modifies the adverb "much" which describes Jacob's love for Rachel.

5. Adverbs that tell *why* (cause): *because, therefore, wherefore, why*. "God listens to our prayers *because* he cares." The adverb "because" introduces a clause that tells *why* God listens to our prayers.

## Adverbs And Prepositional Phrases

An adverb does the same thing as a prepositional phrase that ends with a noun such as "degree," "manner," "place," or "time."

### Adverb

greatly  
quickly  
here  
now

### Prepositional Phrase

to a great degree  
in a quick manner  
in this place  
at this time

## Functions of Adverbs

Adverbs perform various functions. (1) Some adverbs tell more about verbs. (2) Others modify adjectives. (3) Others give information about adverbs. (4) Some ask questions. (5) Some say "yes" or "no." (6) Others serve as conjunctions, linking clauses together. Let us examine these functions one by one.

### 1. Some adverbs modify verbs.

These adverbs tell how, when, where, or how many times the action takes place. Examples: (a) "They acted *wisely*." "Wisely" tells how they acted. (b) "They left *yesterday*." "Yesterday" tells when they left. In each case, the adverb has given information about the verb.

### 2. Some adverbs modify adjectives.

These adverbs tell how little, how much, or to what degree. Examples: (a) "That is a *very* expensive ring." "Very" suggests how much that ring costs. (b) "This ring is *less* expensive than that one." "Less" suggests how little this ring costs.

### 3. Some adverbs modify other adverbs.

These adverbs, also, tell how much or how little. Example: "The frightened dog ran away *very* quickly." "Very" modifies the adverb "quickly" by telling how quickly the dog ran away.

### 4. Some adverbs ask questions.

Adverbs that ask a question are called "interrogative" adverbs. They are "how," "when," "where," and "why." They are used to ask questions. Examples: "*How* are you feeling?" "*When* did you get here?" "*Where* are you going?"

## The Adverb (Continued)

### 5. Some adverbs affirm or deny.

"Yes," "absolutely," "certainly," "truly," and "surely" are affirmative adverbs. These adverbs may stand alone when used to answer a question. Example: "Do you plan to go?" Answers: "Yes." "Absolutely." "Certainly." Each means, "I plan to go."

"No" and "not" are negative adverbs. "No" may stand alone when used to answer a question. "Do you plan to go?" Answer: "No." This means, "I do not plan to go." "Not" is used as a negative adverb before a verb.

### 6. Some adverbs join clauses together.

Adverbs that join clauses together are called "conjunctive" adverbs. Examples: *after, before, consequently, since, therefore, until, when, whenever, and wherever.*

A clause is a group of words containing a subject and a predicate. An independent clause is a clause that may stand alone as a simple sentence. Example: "I led you out of Egypt."

A dependent clause is a clause that depends on another clause for its complete meaning. Example: "*When* you were slaves." Even though this clause contains a subject ("you") and a predicate ("were slaves"), its meaning is not complete until it is joined to an independent clause: "I led you out of Egypt when you were slaves." The adverb "when" introduces a dependent clause that tells when God led the Israelites out of Egypt. It also joins the dependent clause to the independent clause that completes its meaning. "When" is a conjunctive adverb.

### Forming Adverbs

In English, an adverb is usually formed by adding "ly" to an adjective. Examples: bad - *badly*; beautiful - *beautifully*; careful - *carefully*; quick - *quickly*. If the adjective ends in "y," the "y" is changed to "i" before adding "ly." Example: hearty - *heartily*; merry - *merrily*; ready - *readily*.

The "ly" ending is not, however, a sure sign of an adverb. Some adverbs do not end with "ly." Examples: above, again, almost, much, because, etc. Moreover, some adjectives end in "ly": cowardly, early, hourly. Generally speaking, however, when a word ends in "ly," it is probably an adverb.

### Your Assignment

Now, check your understanding of adverbs by answering the questions at the back of this book. Then, read Lesson Five in your *Easy-to-Read Bible Course*. Test your comprehension of the lesson by answering the questions at the back of that book. Afterwards, proceed to Lesson Six.

You probably have been using adverbs every day without knowing it. What have you been doing today? Have you been working? Have you been studying? Have you been playing a game? How would you describe your activities? In order to explain them, you would need to use adverbs. Example: "I have been working *hard*."

In Lesson Five, we learned how to identify the various kinds of adverbs. In this lesson, we will learn how to use adverbs to make comparisons. We will also learn how to avoid making some common mistakes. Before we get into the lesson, however, let's learn some new words.

### Words to Remember

1. "**armor**" (är' mər) - n. - a covering of leather or metal worn to protect the body against weapons. "Goliath wore a bronze coat of *armor*."
2. "**bronze**" (bronz) - adj. - a type of metal made of a mixture of copper and tin. Example: "Goliath wore a *bronze* helmet on his head."
3. "**challenge**" (chal' inj) - v. - to dare someone to engage in a contest. Example: "Goliath *challenged* the Israelite soldiers to fight him."
4. "**champion**" (cham' pē ən) - adj. - having the characteristics of a warrior who has defeated every opponent in battle. Example: "The Philistines had a *champion* fighter named Goliath."
5. "**commission**" (kə mish' ən) - v. - to give power and authority to someone. Example: "King Saul *commissioned* David to fight Goliath."
6. "**discouraged**" (dis kər' ijd) - adj. - deprived of hope, courage, and confidence; disheartened. Example: "Don't let anyone be *discouraged*."
7. "**generation**" (jen ə rā' shən) - n. - all the people who are born and who live about the same time. Example: "Future *generations* would look back at David as the greatest king in the history of Israel."
8. "**hero**" (hē' rō) - n. - someone who is admired for his ability, courage, and brave deeds. Example: "When the Philistines saw that their *hero* was dead, they turned and ran."
9. "**javelin**" (jav' ə lin) - n. - a spear that is thrown by hand. Example: "Goliath wore bronze protectors on his legs and had a bronze *javelin* tied to his back."

**10. "lots"** (lots) - n. – objects similar to dice placed in a container and thrown out to decide a question. Example: "They are throwing *lots* for my robe."

**11. "pierce"** (pɪrs) - v. – to make a hole with a sharp object; to puncture. Example: "They have *pierced* my hands and my feet."

**12. "popular"** (pop' yə lər) - adj. – liked, approved, and accepted by most of the people. Example: "David became a *popular* military leader."

**13. "prediction"** (pri dikt' shən) - n. – something that is foretold or told in advance. Example: "In Book Three we will watch David's *predictions* come true."

**14. "sheath"** (shēth) - n. – the case or covering for the blade of a knife or sword. Example: "David took Goliath's sword out of its *sheath* and cut off the giant's head."

**15. "sling"** (slɪŋ) - n. – a long strip of leather used for throwing stones in ancient times. Example: "David held his *sling* in his hand as he went out to fight the Philistine."

**16. "tribe"** (trɪb) - n. – a group of families who come from the same ancestor. Example: "The land was divided between the twelve *tribes* of Israel who descended from Abraham."

### Making Comparisons with Adverbs

Some adverbs are used to compare two or more actions. Like adjectives, adverbs have three degrees of comparison: (1) positive (base form), (2) comparative, and (3) superlative.

The positive form of an adverb is used to make a statement about the verb without comparing the action to another action. The comparative form is used to compare two actions. The superlative form is used to compare more than two actions. Examples: "The Philistine giant *slowly* (positive) walked toward David." "Goliath walked *more slowly* (comparative) than David did." "Of all the Philistine soldiers, Goliath walked the *most slowly* (superlative)."

A few adverbs take the "er" ending when they are used to compare two actions. Example: "Tina runs *faster* than Jane." Most adverbs, however, are made comparative by placing "more" or "less" in front of the positive form. Example: "Tina ran the race *more quickly* than Jane." "Jane ran the race *more slowly* than Tina."

A few adverbs take the "est" ending to compare more than two actions. Example: "Of all the members of the girls track team, Tina runs the *fastest*." Most adverbs, however, are made superlative by placing "most" or "least" in front of the base form. Example: "Of all the members of the girls track team, Tina runs the *most swiftly*."

Examples of adverbs that take the "er" and "est" endings are as follows:

Positive	Comparative	Superlative
early	earlier	earliest
hard	harder	hardest
fast	faster	fastest
long	longer	longest
soon	sooner	soonest

### Irregular Adverbs

Some adverbs have irregular forms of comparison. A few examples of irregular adverbs are as follows:

Positive	Comparative	Superlative
badly	worse	worst
far	farther (distance)	farthest
far	further (progress)	furthest
late	later	latest or last
little	less	least
much	more	most
well	better	best

### Adverbs And Adjectives

Some words function as either adjectives or adverbs. For example, the words "early," "hard," and "long" are sometimes used as adjectives, and sometimes as adverbs.

Adjective	Adverb
the <i>early</i> bird	Come <i>early</i> .
a <i>hard</i> shell	Push <i>hard</i> .
a <i>long</i> rope	We can't stay <i>long</i> .

The comparative and superlative forms of these words are also the same. Examples: "This is a *deeper* (adjective) river." "Drink *deeper* (adverb)." "Give me your *earliest* (adjective) appointment." "She came the *earliest* (adverb)."

Remember, adjectives give information about nouns and pronouns. Examples: "Saul saw a *bright* light." "He became *blind*." The adjective "bright" modifies the noun "light." The adjective "blind" modifies the pronoun "he."

Remember also that adverbs give information about verbs, adjectives, and other adverbs. Examples: "The light shined *brightly*." "It was an *extremely* bright light." "Blinded by the light, Saul groped around *quite* helplessly." "Brightly" tells more about the verb "shined." "Extremely" gives more information about the adjective "bright." "Quite" modifies the adverb "helplessly."

### Common Mistakes to Avoid

1. Be careful how you use "good," "well," "bad," and "badly." Remember the following points:

(a) "Good" is an adjective. It must always be used as an adjective. Examples: "Isaac's eyes were not *good* (adjective)." It is incorrect to say, "Isaac could not see *good*." Correct: "Isaac could not see *well*."

(b) "Well" is an adjective or an adverb. When used as an adjective, "well" means "in good health." Example: "I am *well*." As an adverb, "well" tells how something is done. Example: "She is doing *well* in school." It is incorrect to say, "She is doing *good* in school." "Good" is always an adjective.

(c) "Bad" is an adjective. "Bad" means "not good." Examples: "Goliath said *bad* things about God." "David made some *bad* mistakes." It is correct to say, "I feel *bad*." It is incorrect to say, "I feel *badly*." "Feel" is a linking verb, and "bad" modifies "I."

(d) "Badly" is an adverb. As an adverb, "badly" suggests that something is done poorly. Example: "I play the guitar *badly*." "Badly" modifies the verb "play."

2. Avoid using double negatives. Examples of negative adverbs are as follows: "never," "no," "not," "none," and "nowhere." Examples of negative pronouns are "nobody," "none," "and" "no one." Do not use two negative words in the same sentence. It is incorrect to say, "Time doesn't wait for *nobody*." The correct way to say it is, "Time doesn't wait for *anybody*." Or, "Time waits for *nobody*."

### Your Assignment

Now, test your understanding of adverbs by answering the questions on Lesson Six in this book. Then, read Lesson Six in your *Easy-to-Read Bible Course*. Pay special attention to the adverbs used in the lesson. After reading Lesson Six once or twice, check your comprehension of the lesson by answering the questions at the back of that book. Then, proceed to Lesson Seven..

May God bless you as you continue your studies.



## Lesson Seven

# The Preposition

Let me tell you how I got *to* my office this morning. I got out *of* bed, put *on* my clothes, walked out the front door, and got *into* the car. I backed out *of* the driveway, drove *down* the street and pulled *around* the corner. This was the beginning *of* a ten-minute drive. *Along* the way I drove *past* six shopping centers and twelve restaurants. Having passed *beside* a gas station *on* Burnside Street, I turned left *on* Division Street and drove *up* the hill. Finally, I pulled *into* the parking lot and stopped the car *in* a parking space. The words in bold print in this paragraph are prepositions.

A preposition is a connecting word that shows a relationship between its object and the other words in the sentence. In this lesson, we will learn to identify prepositions and to use them. We will also learn about prepositional phrases. But first, let us take a look at some new words.

### Words to Remember

1. "**angel**" (ān' gəl) - n. – a heavenly being created by God. Example: "The *angel* flew to Isaiah with the hot coal in his hand and touched Isaiah's mouth with the coal."

2. "**criminal**" (krim' i nəl) - n. – someone who is guilty of a crime. Example: "People said he was a *criminal*, but the truth is that he carried away the sins of many."

3. "**guilt**" (gilt) - n. – the state of having done something wrong or having committed an offense that deserves blame and punishment. Example: "He was crushed for our *guilt*."

4. "**holy**" (hō' lē) - adj. – spiritually perfect; pure; sinless; uncorrupted by evil. Example: "Angels were saying, '*Holy, holy, holy*, the Lord All-Powerful is very *holy*.'"

5. "**Mount Zion**" (mownt zī' ən) - n. – a hill in eastern Jerusalem on which the fortress of David and the temple were built. This hill was regarded as the center of Jewish national life. Example: "The kingdom was to have its beginning in Jerusalem with the preaching of God's special message on *Mount Zion*."

6. "**Old Testament**" (ōld tes' tə mənt) - n. – the first of two main divisions of the Bible; the part of the Bible that has to do with the agreement between God and the Israelites. Example: "God can be seen in the events of *Old Testament* history."

7. **"protest"** (prō' test) - v. – to object; to speak against something. Example: "He was hurt and punished, but he never *protested*."

8. **"pruning hook"** (prōn' ih hûk) - n. – an instrument used for cutting branches from a plant in order to improve the plant's shape or to increase its fruit production. Example: "They will make plows from their swords and use their spears for *pruning hooks*."

9. **"scarlet"** (skär' lit) - adj. – bright red with a trace of orange. Example: "Your sins are red like *scarlet*, but they can be washed away and you will be white as snow."

10. **"temple"** (tem' pəl) - n. – a large, beautiful building complex in Jerusalem where the Jews worshiped God. Example: "In the *temple*, Isaiah saw a vision of God."

11. **"virgin"** (vēr' jin)– n.- a person, especially a young woman, who has never had sexual relations. Example: "A *virgin* will become pregnant and have a baby, and she will name the boy Immanuel, meaning 'God with us.'"

### What Is a Preposition?

A *preposition* is a word that shows the relationship between the noun or pronoun that follows it (its object) and the word or group of words that come before it (its antecedent). Example: "He is walking *on* the bridge." "He is walking" is an independent clause that could stand alone. The phrase "on the bridge" (an adverbial phrase) gives information about *where* he is walking. The preposition "on" shows the relationship between the verb phrase "is walking" and the noun "bridge." He is walking "*on*" the bridge, not "under" the bridge, "over" the bridge, or "across" the bridge.

Notice in the preceding sentence that the preposition "on" comes before the noun "bridge." In English, a preposition usually comes before the noun or pronoun that serves as its object. It occupies the "pre-position," that is, the "before-position." It is called "preposition" because it is usually placed before a noun or pronoun.

The words below are common prepositions:

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

As we have noted, a preposition shows the relationship between its object and its antecedent. In the list above, you can see that some prepositions show a relationship of *place* (*behind, below, beneath, beside, between, beyond, by, in, inside, near, off, on, over, past, under, upon, and within*). "The water is *in* the glass." "The children are *on* the playground."

Other prepositions show a relationship of *direction* (*down, from, into, out of, through, to, toward*). "The girl ran *toward* her mother." Others indicate a relationship of *time* (after, at, before, during). "She left **at** three o'clock." Others suggest a relationship of *manner* (*by, like, with*). "They travel *by* bus." Others show a relationship of *agency* (*through, by, with*). "That computer was made *by* IBM." Still others suggest a relationship of *association* (*with, of*), or *source* (*from*).

By learning these prepositions, you will be able to tell others how to get to your house, your school, or some other place. You will be able to explain when, where, how, why, to whom, and with whom something is happening.

### Phrasal Prepositions

Most prepositions consist of one word, but some are phrases that function as a unit. Some common phrasal prepositions are as follows: *because of, by way of, in care of, in case of, in lieu of, in spite of, instead of, on account of, on the side of*. Each phrase is considered one preposition.

Notice in the following sentences how phrasal prepositions are used. (1) "The Carters drove to Florida *by way of* Texas." The phrasal preposition "by way of" is used to modify the verb "drove." It functions, therefore, as an *adverb*. The noun "Texas" is the object of the phrase. (2) "*In care of* is often used in addressing envelopes." Here, the phrasal preposition "in care of" serves as the subject of the linking verb "is."

### The Prepositional Phrase

A *prepositional phrase* begins with a preposition and ends with a noun or pronoun. A prepositional phrase usually ends with a *noun*. Examples: "Isaiah saw a vision *of* God." "Of God" is a prepositional phrase. "Isaiah preached *to the people*." "To the people" is a prepositional phrase.

On the other hand, a prepositional phrase may end with a *pronoun*. "My children turned *against me*." "The Lord put all our guilt *on him*."

A prepositional phrase may serve as an *adjective* by telling more about a noun or pronoun. Example: "John D. Rockefeller was a man *of* wealth." "Of wealth" means "wealthy." It modifies the noun "man." It serves, therefore, as an adjective.

A prepositional phrase may also serve as an *adverb* by telling more about a verb, adjective, or another adverb. Example: "Go and preach *to the people*." In this sentence, the prepositional phrase "to the people" modifies the verb "preach." It functions, therefore, as an adverb.

Sometimes a prepositional phrase follows the main noun in a sentence and is a part of the subject. Examples: "A descendant *of Eve* will crush Satan's head." "All families *of the earth* will be blessed through a descendant of Abraham." "The prophets *of the Old Testament* have painted a picture of the coming King." In each of these sentences, the prepositional phrase is part of the subject.

### Special Rules for Using Prepositions

1. When the subject of a sentence contains a prepositional phrase, the verb or verb phrase must agree with the main noun rather than the noun in the prepositional phrase. Example: "The girl *with the flowers* **is** our granddaughter." The linking verb "is" is singular in number because it agrees with the main noun "girl," not with the plural noun "flowers."

2. "*Among*" is used when referring to more than two persons, places, or things. Examples: "I live *among* people that are not pure enough to speak to God." "We walk *among* friends."

3. "*Between*" is used when referring to two persons, places, or things. Examples: "The relationship *between* God and humanity was ruined by sin." "Let us not come *between* two friends."

4. Do not put unnecessary prepositions at the end of sentences. For example, it is incorrect to ask, "Where are the people *at*?" Ask, instead, "Where are the people?"

5. "*Beside*" means "next to." Example: "They buried Abraham in the cave of Machpelah *beside* his beloved wife Sarah."

6. "*Besides*" means "except" or "in addition to." Example: "There was no food in the wilderness *besides* manna and quail." It would be incorrect to say there was no food "beside" manna and quail.

### Your Assignment

Now, test your understanding of prepositions by answering the questions on Lesson Seven at the back of this book. Then, read Lesson Seven in Book Two of the *Easy-to-Read Bible Course*. Check your comprehension of the lesson by answering the questions on it at the back of that book. Then, cut out the Question and Answer Section in both books and mail them to your teacher.

## E2 QUESTION AND ANSWER SECTION

### Instructions for the Student:

This section of the *WEI English Course* contains questions on each lesson in *Book Two*. After you have studied each lesson carefully, please answer the questions on that lesson. Then go on to the next lesson.

After answering all the questions in this English book and all the questions in the *Easy-to-Read Bible Course*, cut out the entire Question and Answer Section in each book, and the score sheet, and mail them to your teacher. Do not send the lesson books. They are yours to keep.

Your teacher will check your answers and return them to you as soon as possible. Your teacher will also enclose two booklets: (1) *Book Three* of the *WEI English Course*, and (2) *Book Three* of the *Easy-to-Read Bible Course*.

When you have completed all three books of the course, you will receive a certificate showing that you have successfully completed the Intermediate World English Institute English and Bible course.

Please print your name and address in the panel below.

### Student's Name and Address:

Name: \_\_\_\_\_ Telephone \_\_\_\_\_

Address: \_\_\_\_\_ E-mail Address \_\_\_\_\_

City: \_\_\_\_\_ State (Province) \_\_\_\_\_

Postal Code: \_\_\_\_\_ Country: \_\_\_\_\_

### Teacher's Name and Address:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Country: \_\_\_\_\_ E-Mail \_\_\_\_\_

**I. Words And Meanings** (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- |                    |  |
|--------------------|--|
| _____ 1. heir      | a. a band or chain worn on the arm                             |
| _____ 2. loyal     | b. deliverance from danger or evil                             |
| _____ 3. bracelet  | c. a container for food or water                               |
| _____ 4. salvation | d. faithful and true   |
| _____ 5. trough    | e. one who receives the property or title of a person who dies |

**II. Find the Verbs** (Find the verbs in the sentences below and write them in the blanks on the left.)

- \_\_\_\_\_ 1. Abraham had a servant.  
 \_\_\_\_\_ 2. Abraham called his servant to him.  
 \_\_\_\_\_ 3. "Find a wife for my son Isaac."  
 \_\_\_\_\_ 4. The servant went to Haran.  
 \_\_\_\_\_ 5. The servant prayed.

**III. Action And Linking Verbs** (Classify the verbs in the sentences below by writing "action" or "linking" in the blanks.)

- \_\_\_\_\_ 1. "Lord, you **are** the God of my master Abraham."  
 \_\_\_\_\_ 2. "Please **show** this kindness to my master Abraham."  
 \_\_\_\_\_ 3. A young woman named Rebekah **came** to the well.  
 \_\_\_\_\_ 4. Rebekah **was** very pretty.  
 \_\_\_\_\_ 5. "Please **give** me a little water from your jar."

**IV. Transitive And Intransitive Verbs** (Classify the verbs in the sentences below by writing "T" or "I" in the blanks.)

- \_\_\_\_\_ 1. Rebekah **lowered** the jar from her shoulder.  
 \_\_\_\_\_ 2. "Yes, we **have** straw for your camels."  
 \_\_\_\_\_ 3. The servant **gave** Rebekah two gold arm bracelets.  
 \_\_\_\_\_ 4. At the age of 175, Abraham **died**.  
 \_\_\_\_\_ 5. Abraham's servant **prayed** in faith.

**V. Main And Helping Verbs** (Classify the verbs in the sentences below by writing "main" or "helping" in the blanks to the left.)

- \_\_\_\_\_ 1. "The Lord **has** greatly blessed my master."  
 \_\_\_\_\_ 2. "My master has **given** everything to his son."  
 \_\_\_\_\_ 3. "Now we **will** go back to my master."  
 \_\_\_\_\_ 4. Isaac's mother Sarah had **died**.  
 \_\_\_\_\_ 5. Isaac **was** comforted after his mother's death.

You have now learned to identify and to use various kinds of verbs. If some of the things in this lesson were hard to understand, please do not be discouraged. They will become clear to you in the next few lessons.

**I. Words And Meanings** (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- |                  |                                     |
|------------------|-------------------------------------|
| _____ 1. bless   | a. a person who makes clay pots     |
| _____ 2. deceive | b. to tell in advance               |
| _____ 3. predict | c. to ask God to be kind to someone |
| _____ 4. potter  | d. to mislead someone               |
| _____ 5. despair | e. to give up hope                  |

**II. Voice** (Indicate the voice of the verbs below by writing "active" or "passive" in the blanks on the left.)

- \_\_\_\_\_ 1. "The older son will **serve** the younger."  
 \_\_\_\_\_ 2. Isaac **loved** Esau.  
 \_\_\_\_\_ 3. Jacob was **blessed** by Isaac.  
 \_\_\_\_\_ 4. "All the families of the earth will be **blessed**."  
 \_\_\_\_\_ 5. Jacob **poured** oil on the rock.

**III. Mood** (Indicate the mood of the verbs below by writing "indicative," "subjunctive," or "imperative" in the blanks.)

- \_\_\_\_\_ 1. Rebekah **prayed** to the Lord.  
 \_\_\_\_\_ 2. "If I **die**, my father's wealth will not help me."  
 \_\_\_\_\_ 3. "**Promise** me that you will give your share to me."  
 \_\_\_\_\_ 4. "**Listen**, son, and do what I tell you."  
 \_\_\_\_\_ 5. Jacob **did** as his mother said.

**IV. Person and Number** (Indicate the person and number of the verbs below by writing "1st," "2nd," or "3rd" + "singular" or "plural" in the blanks.)

- \_\_\_\_\_ 1. Jacob **went** in to his father and said, "Father."  
 \_\_\_\_\_ 2. His father said, "Yes, son. Who **are** you?"  
 \_\_\_\_\_ 3. Jacob said, "I **am** Esau, your first son."  
 \_\_\_\_\_ 4. People can **change**.

**V. Tenses** (Indicate the tense of the verbs (in bold type) below by writing "present," "past," "future," "present perfect," "past perfect," or "future perfect" in the blanks.)

- \_\_\_\_\_ 1. God **worked** through tragedy to change Jacob.  
 \_\_\_\_\_ 2. God **works** on us also.  
 \_\_\_\_\_ 3. "I **have done** the things you told me."  
 \_\_\_\_\_ 4. When I leave, I **will have served** you 20 years.  
 \_\_\_\_\_ 5. Rebekah brought the food that she **had cooked**.  
 \_\_\_\_\_ 6. Someone **will come** to bless all nations.

How are you doing? Are verbs a bit confusing to you? If so, don't despair. Things should begin to clear up for you in Lesson Three.

**I. Words and Meanings** (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- |                    |                          |
|--------------------|--------------------------|
| _____ 1. chariot   | a. resentment of a rival |
| _____ 2. confused  | b. to explain            |
| _____ 3. jealousy  | c. a bundle of grain     |
| _____ 4. interpret | d. a two-wheeled cart    |
| _____ 5. sheaf     | e. mentally mixed up     |

**II. Past Participle Form** (In the blanks below, write the past participle forms of the irregular verbs on the left.)

Base Form	Past Tense	Past Participle	Pres. Participle
1. begin	began	_____	beginning
2. do	did	_____	doing
3. eat	ate	_____	eating
4. go	went	_____	going
5. write	wrote	_____	writing

**III. Present Tense Verb Forms** (In the blanks below, write "S" if the verb form is singular, and "P" if it is plural.)

- \_\_\_\_\_ 1. plays  
 \_\_\_\_\_ 2. walk  
 \_\_\_\_\_ 3. smile  
 \_\_\_\_\_ 4. writes  
 \_\_\_\_\_ 5. speak

**IV. Past Tense Verb Forms** (In the blanks below, write "R" if the verb is regular, and "I" if it is irregular.)

- \_\_\_\_\_ 1. asked  
 \_\_\_\_\_ 2. began  
 \_\_\_\_\_ 3. chased  
 \_\_\_\_\_ 4. drove  
 \_\_\_\_\_ 5. gave

**II. VerbTenses** (In the blanks at the left, write the tense [present, present progressive, past, future, present perfect, past perfect, future perfect] form by each of the following:

- \_\_\_\_\_ 1. "Have" or "has" + past participle.  
 \_\_\_\_\_ 2. "Am/ is/are" + present participle.  
 \_\_\_\_\_ 3. "Shall have" or "will have" + past participle.  
 \_\_\_\_\_ 4. "Shall" or "will" + base form.  
 \_\_\_\_\_ 5. "Had" + past participle.  
 \_\_\_\_\_ 6. Base form + "d" or "ed" in regular verbs.  
 \_\_\_\_\_ 7. Base form.

**I. Words and Meanings** (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- |                 |   |
|-----------------|---|
| _____ 1. locust | a. a departure; a going out                                 |
| _____ 2. plague | b. of great importance                                      |
| _____ 3. exodus | c. a disaster; a calamity                                   |
| _____ 4. symbol | d. a large grasshopper                                      |
| _____ 5. vital  | e. a word, drawing, or event that stands for something else |

**II. Find the Infinitives** (Find the infinitive in each of the following sentences and write it in the blank on the left.)

- \_\_\_\_\_ 1. Then a new king began to rule in Egypt.  
 \_\_\_\_\_ 2. They forced the Israelites to make bricks.  
 \_\_\_\_\_ 3. Pharaoh refused to let the Israelites go.  
 \_\_\_\_\_ 4. God caused a strong wind to blow.  
 \_\_\_\_\_ 5. The Egyptians were trying to run away.

**III. Find the Gerunds** (Find the gerund in each of the following sentences and write it in the blank on the left.)

- \_\_\_\_\_ 1. Can you imagine living as a slave?  
 \_\_\_\_\_ 2. Worshipping God is a rewarding experience.  
 \_\_\_\_\_ 3. Rebelling against God is foolish and futile.  
 \_\_\_\_\_ 4. Crossing the Red Sea was a reason for celebration.  
 \_\_\_\_\_ 5. Active verbs are a key to powerful writing.

**IV. Find the Present Participles** (Underline each present participle below. Write "Verb" if it functions as a verb. Write "Adj." if it functions as an adjective.)

- \_\_\_\_\_ 1. The baby was crying and she felt sorry for it.  
 \_\_\_\_\_ 2. The baby's sister was still hiding.  
 \_\_\_\_\_ 3. Moses saw a burning bush on Mount Sinai.  
 \_\_\_\_\_ 4. God did many amazing proofs in Egypt.  
 \_\_\_\_\_ 5. God was suffering with the people of Israel.

**V. Find the Past Participles** (Underline each past participle below. Write "Verb" in the blank if it functions as a verb. Write "Adj." if it functions as an adjective.)

- \_\_\_\_\_ 1. The Lord has given Abraham many flocks.  
 \_\_\_\_\_ 2. Abraham was a blessed man.  
 \_\_\_\_\_ 3. Please show me which girl you have chosen.  
 \_\_\_\_\_ 4. Abraham's descendants were a chosen race.  
 \_\_\_\_\_ 5. My son Joseph has been eaten by a wild animal.

You are doing well. Now, go to Lesson Five.

**I. Words And Meanings** (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- |                  |  |
|------------------|--|
| _____ 1. Sabbath | a. older leaders                                       |
| _____ 2. awesome | b. special food in the wilderness                      |
| _____ 3. incense | c. seventh day of the week                             |
| _____ 4. elders  | d. causing fear and reverence                          |
| _____ 5. manna   | e. material that produces a pleasant odor when burned. |

**II. Adverbs That Modify Verbs** (The adverb in each sentence below is in bold type. In the blank, tell which type of adverb it is by writing "where," "when," "how," "how much," or "why.")

- \_\_\_\_\_ 1. "Moses died **there** in the land of Moab."
- \_\_\_\_\_ 2. "God's name YAHWEH suggests that he **always** exists."
- \_\_\_\_\_ 3. "**Slowly**, God changed Jacob into a better person."
- \_\_\_\_\_ 4. "The Lord has **greatly** blessed my master."
- \_\_\_\_\_ 5. "God listens to our prayers **because** he cares."

**III. Adverbs That Modify Adjectives** (In each blank, write the adverb that modifies an adjective in the sentence on the right.)

- \_\_\_\_\_ 1. Sarah was extremely old when she had her baby.
- \_\_\_\_\_ 2. Joseph's coat was unusually beautiful.
- \_\_\_\_\_ 3. God caused a very strong wind to blow.
- \_\_\_\_\_ 4. The Egyptian people were especially religious.
- \_\_\_\_\_ 5. Moses became very angry with the people.

**IV. Adverbs That Modify Adverbs** (In each blank on the left, write the adverb that modifies another adverb.)

- \_\_\_\_\_ 1. Isaac loved Rebekah very much.
- \_\_\_\_\_ 2. Jacob woke up exceptionally early.
- \_\_\_\_\_ 3. The Israelites were forced to work too hard.
- \_\_\_\_\_ 4. The people got up unusually early to play.
- \_\_\_\_\_ 5. The people complained to Moses quite often.

**V. Adverbs That Ask Questions** (In each blank on the left, write the "interrogative" adverb that is used to ask a question.)

- \_\_\_\_\_ 1. How are your brothers doing?
- \_\_\_\_\_ 2. When did Pharaoh send the Israelites away?
- \_\_\_\_\_ 3. Where did Moses receive the tablets of stone?
- \_\_\_\_\_ 4. Why did God send Joseph to Egypt?
- \_\_\_\_\_ 5. Why did God favor Jacob over Esau?

God bless you for working so hard to learn English and the Bible. We hope you are happy with your progress and are learning things that will make life more meaningful. No proceed to Lesson Six.

**I. Words And Meanings** (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- |                     |                                   |
|---------------------|-----------------------------------|
| _____ 1. bronze     | a. an undefeated warrior          |
| _____ 2. javelin    | b. liked by the people            |
| _____ 3. popular    | c. a mixture of copper and tin    |
| _____ 4. prediction | d. a spear that is thrown by hand |
| _____ 5. champion   | e. something that is foretold     |

**II. Making Comparisons with Adverbs** (In the blank on the left, write the correct form of the adverb shown in parentheses. Use "er" or "est" endings, or use "more" or "most.")

Example: faster David ran (fast) than Goliath.

- \_\_\_\_\_ 1. Doug runs (fast) than Mike.
- \_\_\_\_\_ 2. Harold starts cars (quickly) than Doug.
- \_\_\_\_\_ 3. Of all our computer salesmen, Tom works the (hard).
- \_\_\_\_\_ 4. David fought (courageously) than Saul.
- \_\_\_\_\_ 5. Of all the soldiers, David fought the (courageously).

**III. Adverbs and Adjectives** (In the blank on the left, write "adj." if the italicized word is an adjective, and "adv." if it is an adverb.)

Example: adv. Isaac could not see *clearly*.

- \_\_\_\_\_ 1. Jacob rose *early* in the morning.
- \_\_\_\_\_ 2. Life in Egypt was *hard* for the Israelites.
- \_\_\_\_\_ 3. Life teaches us some *hard* and painful lessons.
- \_\_\_\_\_ 4. Jacob worked for Laban *longer* than expected.
- \_\_\_\_\_ 5. Goliath's spear was *long* and heavy.

**IV. Common Mistakes** (Correct the italicized mistake in each sentence below by writing the proper adjective or adverb in the blank space.)

Example: well 1. Esau hunted *good*.

- \_\_\_\_\_ 1. Isaac could not see *good*.
- \_\_\_\_\_ 2. Moses' eyes were still *well* when he died.
- \_\_\_\_\_ 3. Is my father doing *good*?
- \_\_\_\_\_ 4. David felt *badly* about his sins.
- \_\_\_\_\_ 5. David wanted *bad* to be right with God.

**V. Double Negatives** (In the blank on the left, write the adverb that should be used in order to make a negative statement.)

Example: any 1. Rebekah could not have *no* children.

- \_\_\_\_\_ 1. Outside of Egypt, no food grew *nowhere*.
- \_\_\_\_\_ 2. People didn't have *nothing* to eat.
- \_\_\_\_\_ 3. You must not worship *no* other gods.
- \_\_\_\_\_ 4. You must not murder *no* one.
- \_\_\_\_\_ 5. Joseph could not control his emotions *no* longer.

Congratulations! You have just finished another lesson. That leaves only one more lesson in this book. Stay with us.

I. Words And Meanings (Match each word on the left with its meaning on the right by writing the correct letter in the blank.)

- 1. angel a. beautiful house of worship
2. holy b. to object; to speak against
3. protest c. a heavenly being
4. scarlet d. uncorrupted by evil; pure
5. temple e. bright red

II. Find the Prepositions (Find the preposition in each of the following sentences and write it in the blank to the left.)

- 1. "God sent prophets to the people."
2. "Isaiah saw a vision of God."
3. "There was a fire on the altar."
4. "He saw a new King ruling over God's kingdom."
5. "This King would be born of a virgin."

III. Fill in the Prepositions (In each blank on the left, write the proper preposition [for, from, in, of, with] that completes the sentence.)

- 1. Some the kings were good and some were bad.
2. God blessed the good kings success.
3. In a vision, God said to Isaiah, "Who will go us?"
4. People would come far and near.
5. Someone will be born Bethlehem.

IV. Phrasal Prepositions (In the blanks on the left, write the phrasal prepositions used in the sentences on the right.)

- 1. "We are healed because of his pain."
2. "In spite of God's warning, Cain killed Abel."
3. Instead of following God, Cain followed Satan.
4. Instead of a sword, David used a sling.
5. Moses fought on the side of the Israelites.

V. Prepositional Phrases (In the blanks on the left, write the prepositional phrases used in the sentences on the right.)

- 1. "They would make plows from their swords."
2. "Isaiah saw God sitting on a high throne."
3. "My children turned against me."
4. "Isaiah was able to look into the future."
5. "The King would sacrifice his life for others."

We are proud of you! You have just completed Book Two of the WEI English Course along with Book Two of the ETR Bible Course. You have spent many hours in study. Now you are ready for Book Three.

(Please send this page to your teacher.)

Score:

- Lesson One Lesson Four
Lesson Two Lesson Five
Lesson Three Lesson Six
Lesson Seven

TEACHER'S MESSAGE TO THE STUDENT

Multiple horizontal lines for writing a message to the student.